Vassar College Library
Library of Information
Civilian Morale Service
Education
Key Center
20 Jo '42 F B

BULLETIN TO THE SCHOOLS

VOLUME 28 NUMBER 10

June 1942

THE UNIVERSITY OF THE STATE OF NEW YORK

PHOTO BY H. ARMSTRONG ROBERTS

Flag Day, 1942—A Proclamation

For many years it has been our American custom to set aside June 14th in honor of the flag, the emblem of our freedom, our strength and our unity as an independent nation under God. Now we are fighting in the greatest cause the world has known. We are fighting to free the people of this earth from the most ruthless, the most savage enemy the world has ever seen. We are dedicating all that we have and all that we are to the combat. We will not stop this side of victory.

We as a nation are not fighting alone. In this planetary war we are a part of a great whole: we are fighting shoulder to shoulder with the valiant peoples of the United Nations, the massed, angered forces of common humanity. Unless all triumph, all will fall.

For these reasons it is fitting that on our traditional Flag Day we honor not only our own colors but also the flags of those who have, with us, signed the declaration by United Nations, paying homage to those nations awaiting liberation from the tyranny we all oppose, to those whose lands have escaped the scars of battle, to those who have long been heroically fighting in the blaze and havoc of war.

It is also fitting in this time of stress that we express our devotion to our courageous mothers, many of whom are sending out their sons to do battle with the enemy and all of whom are so loyally contributing to the waging of the war on the home front.

Now, therefore, I, Franklin D. Roosevelt, President of the United States of America, do hereby ask that on Flag Day, June 14, 1942, the people of our Nation honor the peoples of the United Kingdom of Great Britain and Northern Ireland, the Union of Soviet Socialist Republics, China, Australia, Belgium, Canada, Costa Rica, Cuba, Czecho-Slovakia, the Dominican Republic, El Salvador, Greece, Guatemala, Haiti, Honduras, India, Luxembourg, the Netherlands, New Zealand, Nicaragua, Norway, Panama, Poland, the Union of South Africa, Yugoslavia—knowing that only in the strength and valor of our unswerving unity shall we find the force to bring freedom and peace to mankind.

I direct the officials of the Federal Government, and I request the officials of the state and local governments, to have our colors displayed on all government buildings on Flag Day and I urge the people of the United States to fly the American flag from their homes in honor of the Nation's mothers and their valiant sons in the service, and to arrange, where feasible, for joint displays of the emblems of the freedom-loving nations on that day.

FRANKLIN D. ROOSEVELT

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* A. RANGER TYLER, *Assistant*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 10 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

A322m-My42-14,000(20695)*

UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 28 JUNE 1942 NUMBER 10

RADIO SYLLABUS PUBLISHED

Another example of what the secondary school can do to further the war effort is illustrated by a new program in radio instruction recently published by the Division of Secondary Education, State Education Department.

The new course in the Fundamentals of Radio was developed in cooperation with and with the approval of Army and Navy communications officers and is based upon a sound foundation in mathematics and science. The announced prerequisites to the radio course are algebra, plane geometry and physics. State educators indicate that unless students have had these prerequisite courses in mathematics and science it would be impossible for them to understand the fundamental principles of radio.

Calling upon the secondary schools for assistance in the radio field, the American Institute of Physics has announced that the Army requires 100,000 men for the Signal Corps. The Navy also has need for tens of thousands of boys trained in this field. There are also many opportunities for boys in industry during the present emergency as well as during normal times. A program in radio communications therefore is declared to constitute a natural extension of the already existing secondary schooling now furnished by mathematics and science courses.

As a result of a survey made by the Division of Secondary Education, approximately 400 schools have indicated their intention of introducing the radio course beginning with September, with an estimated enrolment of 5000 pupils.

The new course has been recommended to the heads of state departments of education throughout the country by the Navy Department. Rear Admiral Randall Jacobs, chief of navy personnel, and Captain F. U. Lake, director of training, have notified the chief state school officers that the new New York course "will serve a definite function in providing valuable training in some secondary schools." Admiral Jacobs has requested Dr Warren W. Knox, Director of Secondary Education, to supply both the Navy Department and the state departments of education with copies of the bulletin. Superintendents and commissioners were urged by Admiral Jacobs to disseminate information about the bulletin to their high schools.

The syllabus includes laboratory experiments, a suggested apparatus list and reference material in addition to the course of study material. According to Doctor Knox, the course is a second physics course.

—o—

NEW YORK CITY PRESIDENT

Ellsworth B. Buck has been named successor to James Marshall as president of the New York City board of education. Mr Buck was the former vice president of the board. Mr Marshall served for four terms.

REQUIREMENTS TO AID ARMY

Basic training in mathematics, science and English, with additional attention to practical problems in the first two that take in aviation and possible military problems, is recommended by Army instructors as the most important contribution secondary schools can make to preparing young men for military service. The Army men are largely agreed that actual military training and uniforms for secondary school pupils are undesirable.

These are fundamental findings reported after a survey conducted by Francis E. Almstead, supervisor of secondary education, for the Division of Secondary Education, State Education Department, and announced by Dr Warren W. Knox, Director of the Division. In addition, Doctor Knox has called attention of superintendents of schools and high school principals to a recent bulletin issued by the commanding general of the United States Army Air Forces and of interest to both college and high school men. The same requirements are emphasized in this, with the addition of cartography and descriptive astronomy. Shop courses are recommended in addition for those in the enlisted reserve program.

Mr Almstead personally visited the Corps of Engineers at Fort Belvoir, Va.; Coast Artillery Corps, Fortress Monroe, Va.; Quartermaster Corps, Camp Lee, Va.; Infantry School, Fort Benning, Ga.; Chemical Warfare Service, Edgewood Arsenal, and Air Corps centers at Maxwell Field, Ala., and at Turner Field, Ga. Here he talked with responsible officers in charge of training in the various services, with the results as indicated. Specifically, the Army officers recommended arithmetic, algebra through quadratics, trigonometry, plane and spherical; plane and solid geometry, physics, English usage, typewriting, map reading, mechanical drawing and chemistry, with special emphasis on water analysis. Each branch of the service did not require all of these, but the list represents a summation.

Another aspect of high school training frequently mentioned was that including neatness and accuracy, speed, social studies emphasizing the virtues of democracy and Americanism, self-reliance and integrity of personal effort, or honesty.

PROCEDURE DURING AIR RAIDS

The proper procedure to be followed in the event of an air raid or an "alert" during Regents examinations has been indicated in a notice sent out by the Division of Examinations and Testing to all concerned with administering the examinations. The notice follows:

If an air raid alarm or an "alert" occurs during Regents examinations, you should of course comply immediately with the regulations set up by your local Civilian Defense authorities. Such steps should be taken as are feasible under the immediate circumstances to protect the integrity of the examination in progress, including the impounding of work already completed. Have a box or some receptacle available into which the answer papers can be placed immediately. If the interruption is of short duration, allow additional time to complete the examination, if circumstances warrant and the integrity of the examination can be preserved.

WAR CUTS COLLEGE ENROLMENT

The war's effect on college enrolment is revealed in the results of a five-year study recently announced through Dr J. Hillis Miller, Associate Commissioner of Education in charge of higher and professional education. The delicate balance between military demands and the call of industry against the maintenance of a reservoir of trained personnel in time of crisis is reflected in the figures obtained.

College enrolments increased since the first World War until 1939, except for the worst part of the depression period. But the data reveal a gradually accelerating decrease since 1941. The years 1939 and 1940 found enrolments practically stationary. The decline of 1941 of 6 per cent in enrolments was accelerated in 1942 to an additional 9 per cent.

Men students seemed at first to be affected more by the change than did women, but in the last tally made in February 1942, the women students showed a decline of 7 per cent in enrolment as compared to 2 per cent in a survey made last October. Among the men the October figure was an 8 per cent decline and 11 per cent in February. The study says of this:

> Because women are not subject to military service and do not enter as directly into war-related industries as their brothers, some lessening of the impact is to be expected, but in all probability the other factors drawing students from the campus will operate alike for men and women.

The liberal arts colleges, which have not shared in the large increases of the past few years experienced by the larger institutions, report a smaller decline in enrolments than the larger colleges. The report states that the liberal arts colleges are "the nursery beds for the graduate professional schools and from their ranks come the future doctors, dentists, social workers, chemists, economists and sociologists to whom we turn for expert service." Graduate training in the liberal arts is, however, now among the more seriously affected areas, the study reveals. In the fall of 1941 the minor losses were accelerated to a 13 per cent decline over the previous year's figures, and the second semester's total dropped another 15 per cent below the October figures.

Teacher education is another field reflecting a large decline, especially among men and particularly in non-state-supported institutions giving advanced courses. But even the state-supported normal schools showed enough of a decline to constitute a serious threat to the supply of elementary and rural school teachers. A 16 per cent decrease in the enrolment of men in the normal schools was exactly counterbalanced by a 5 per cent increase in the number of women students last fall. In February the percentage of decrease among men was three times the decline in women students. The report adds: "It appears likely that for the duration teaching is more than ever the woman's task."

From a peak in 1939, schools of business reported declines of 3 per cent in

With this issue of the Bulletin to the Schools, publication is suspended until September. An index to volume 28 will be prepared and will be available upon request through the Bureau of Publications.

1940, 8 per cent in 1941 and a total of 19 per cent in February 1942. The challenge of war-instituted employment is regarded as the important factor in this change.

In law schools, a change in enrolment that antedated the war has been evidenced since 1937. In February 1942, there were half as many students taking law courses as there were five years before.

Engineering schools ran counter to the general trend, showing increases through 1941, but industrial demand is believed to be the cause of the fact that in February 1942 there was a decline of 9 per cent in the enrolment in these schools. A dropping out of many part-time students in metropolitan areas is reported as an important factor. Medical schools and dental schools also increased their enrolments. Nurse training, although not studied in detail for the report, shows a 30 per cent increase in the four years from 1937 to 1941.

The State College of Agriculture reports a decrease of 20 per cent in enrolment since October 1939 despite the emphasis being placed by the Nation on the necessity for a bounteous food supply.

TEACHERS COLLEGES OPEN CAMPAIGN

In announcing the date of the next selective admissions examinations for and at the state teachers colleges for June 27th, the newly designated state teachers colleges have launched a campaign to increase the numbers of applicants to help meet the growing scarcity of teachers, especially on the elementary school level. The examinations will be given at each teachers college except that at Albany.

With posters, news stories and other forms of publicity, the advantages of the state teachers colleges have been broadcast to the potential students now completing their work in the high schools of the State. Teaching, it is emphasized, offers a reasonable income with tenure and retirement provisions. The Legislature has passed and Governor Herbert H. Lehman has approved a bill placing a minimum annual salary of $1000 for all beginning teachers no matter where in the State nor what the length of the school year as determined locally.

The state teachers colleges now grant full professional degrees of bachelor of education, are tuition-free to residents of the State and offer work opportunities for students needing such added assistance. University scholarships are applicable to all state teachers college students. The usual collegiate social and athletic activities are found at all the 11 institutions. Young men may enrol in the various military reserve groups leading to commissions while they prepare not only for war work but for the peacetime existence to follow.

Many of the state teachers colleges offer specialization attractive to men and women, either or both, such as: industrial arts at Buffalo and Oswego; home economics at Plattsburg and Buffalo, both of which specializations have their great significance in the war effort; physical education at Cortland; librarian training and the preparation of teachers of handicapped children at Geneseo; the training of music teachers at Fredonia and Potsdam, and the preparation of arts teachers at Buffalo. All, of course, give the basic elementary teacher training.

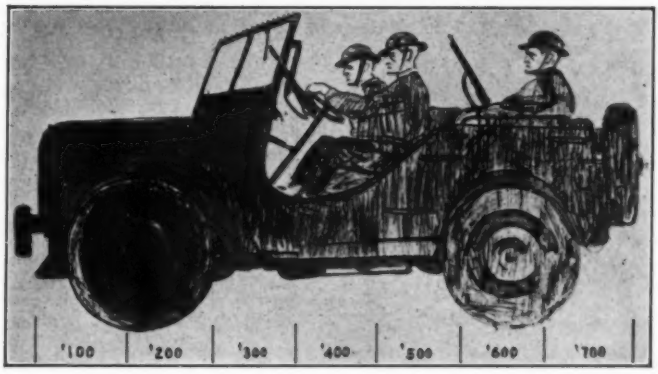


Photo by E. H. Stone, Hamilton

Hamilton Central School grade pupils built this jeep with crayons while they bought war savings stamps to equal its cost to the Army. They collected $795 ($97 oversubscribed) in 23 days. In weeks following, the 550 pupils have subscribed $1145 toward a $1500 barrage balloon by the same pictorial process.

WAR SAVINGS DURING VACATION

School officials and teachers are urged to make plans for continuing systematic efforts in the war savings program during the summer vacation months. Complete data are not yet available concerning the total volume of purchases during the current year. Interim reports from selected districts indicate excellent achievements on the part of both teachers and pupils in the war savings effort.

Unless definite plans are made for continuing the savings program during July and August many of the values in thrift and personal budget-making as a part of educational service will be lost, it is feared. In addition to the encouragement and guidance of pupils in the war savings activity during these months care is recommended in the matter of protecting pupils against loss of stamp albums. Several districts have met this situation in recent months by having the pupils' stamp books kept at the central office of the school or at the bank or post office. As stamps are purchased they are inserted in the book and the pupil is given a duplicate record on which a rubber stamp has been used to indicate the amount of each stamp purchased.

Commenting on the war savings effort through the public schools Dr Arthur K. Getman, associate state administrator for the war savings, reemphasized the fact that the Nation needs a unified effort to provide funds for war materials and to curb inflation. Continuing, he said:

> Price control alone is no magic in itself. We must cooperate with the price control effort by war savings and by agricultural and industrial production that will bring about a united preparation to meet total war. This effort will, of course, be accompanied by taxation, profit and credit control, the provision of substitutes, rationing, giving small business a chance to participate and the like. Rest assured that price control is definitely in the interest of every citizen and particularly those of low or of modest incomes.
>
> All are aware of the steadily increasing expenditures for war materials and man power.

(Concluded on page 367)

WAR RESPONSIBILITIES DESIGNATED

The responsibilities placed upon the State Education Department as a result of the war program have been assigned by Commissioner of Education Ernest E. Cole to certain individuals in the interest of uniformity and efficiency. The work and the person placed in charge of each kind follow:

Vocational training and national defense, Oakley Furney, Chief of the Bureau of Industrial and Technical Education

Evacuation of children, Dr Edwin R. Van Kleeck, Assistant Commissioner for Instructional Supervision

Rationing of tires for school buses etc., Maurice G. Osborne, Chief of the Bureau of Field Services

Securing priorities for construction materials and school supplies, Dr Lloyd L. Cheney, Assistant Commissioner for Personnel and Public Relations

Adult civilian defense training, Dr A. B. Meredith, Coordinator of Civilian Defense Training Programs, administered by the following:

Caroline A. Whipple, Chief of the Bureau of Adult Education

Albert H. Hall, Chief of the Bureau of Public Service Training

Dr Ruth Andrus, Chief of the Bureau of Child Development and Parent Education

Marion S. Van Liew, Chief of the Bureau of Home Economics Education

J. Gordon Crowe, supervisor of Youth Service Councils

Dr Hiram A. Jones, Director of the Division of Health and Physical Education

Excusing of pupils for farm labor, George E. Hutcherson, Chief of the Bureau of Guidance

Sale of war stamps and bonds, and victory gardens, Dr Arthur K. Getman, Chief of the Bureau of Agricultural Education

The general direction of these activities is under the immediate supervision of Dr Lewis A. Wilson, Deputy Commissioner of Education.

Conservation and protection of cultural resources, R. W. G. Vail, State Librarian. The general direction of this activity is under the immediate supervision of Dr J. Hillis Miller, Associate Commissioner.

These persons are to confer with Dr Charles A. Brind jr, Department Counsel, on any legal problems involved in the administration of these activities and he will also be responsible for the legal question rising out of the use of school buses for the transportation of war workers.

STATES' EDUCATORS DISCUSS WAR NEEDS

The State Education Department was represented at the emergency meeting of the National Council of Chief State School Officers at Nashville, Tenn., May 10th to 12th, by Dr Edwin R. Van Kleeck, Assistant Commissioner for Instructional Supervision, and Dr Warren W. Knox, Director of the Division of Secondary Education. Called by State Superintendent Colin English of Florida, the meeting discussed "Emergency Adjustments in School Programs To Meet National War Needs."

Representatives of the Secretary of War, the Secretary of the Navy and the Civilian Aeronautics Authority, as well as United States Commissioner of Education, John W. Studebaker, attended.

After prolonged discussion, the 26 state departments represented decided to follow the recommendations of the Army and Navy urging increased emphasis in the secondary schools on physics, English and arithmetic and other subjects in mathematics.

The recent report of the New York State Division of Secondary Education

entitled "Basic Educational Requirements for the Military Services" based on the recommendations of those in charge of seven Army and Navy schools, was presented. So also was the tentative outline recently prepared by a committee working under Department sponsorship on a basic refresher course in mathematics. This course is intended as a review for high school upper classmen or for use of out-of-school youth awaiting induction into military service and can be used also with boys who have failed to take one or more of the high school mathematics subjects.

An independently prepared course submitted by the Florida State Department was found to be almost identical. Committees of curriculum specialists were directed by the national council to prepare outlines for mathematics and physics courses which would provide an abundance of illustrative and problem material from the field of aviation, navigation and the like. There was general agreement that, within reasonable limits, efforts to "air-condition" the point of view of elementary and secondary pupils through adaptations in the established subject matter fields should be encouraged.

Sugar and other rationing activities of the schools, the problem of school housing construction in defense areas and transportation problems were among other matters discussed.

ROCHESTER SCIENCE LEADER DIES

Glowing tributes have been paid to Harry A. Carpenter, a leader in science teaching in Rochester for 37 years who died April 5th at the age of 61. The tribute of James M. Spinning, superintendent of schools at Rochester, closed with these words:

> In making science real and thrilling to boys and girls, in sharing his plans and methods with others and in adding to a busy professional life the alchemy of friendship, Harry Carpenter has set in motion forces that give even to his earthly existence the spirit of immortality.

Mr Carpenter began teaching 40 years ago. His Rochester service began as head of the chemistry department at West High School in 1905. In 1914 he was commissioned by Superintendent of Schools Herbert S. Weet to develop a course in general science for the Washington Junior High School. Later he took on the supervision of laboratory design, arrangement and the selection of equipment for all schools. In 1925 he was given the title of specialist in science.

He served on the general science syllabus committee of the State and as a lecturer on the teaching of science at the University of Rochester. He helped in the construction of the first ten science films by the Eastman Kodak Company and continued as educational consultant. In 1933 with A. Laura McGregor and Station WHAM, he started the Rochester School of the Air and for ten years broadcast several times weekly. The success of this work led in 1939 to an experiment with recorded science lessons for the Committee on Scientific Aids to Learning. In the same year Mr Carpenter organized the Rochester Science Center for that city and surrounding counties. This has since been an annual event.

He was a member and had served as president of many state and national

(Concluded on page 367)

'EDUCATION FOR VICTORY' DESCRIBED

" School as usual " like " business as usual," is " out for the duration of the war," Dr Edwin R. Van Kleeck, Assistant Commissioner for Instructional Supervision, told the annual conference at the Plattsburg State Teachers College, on May 15th.

Building morale and teaching patriotism were listed by Doctor Van Kleeck as paramount in a long list of the schools' " education for victory " activities. " Indoctrinating patriotism doesn't mean wrapping up our pet ideas and theories in the American flag," he continued.

Other ways in which American schools are contributing he listed as follows:

Producing food for victory. " Our boys and girls will help make America the granary as well as the arsenal of democracy."

More and better adult education, especially in Americanism for aliens.

Basic education, plus " the technical and professional training which modern war demands, plus an unparalleled program of defense training for industry." New York State has led the Nation in this, Doctor Van Kleeck said, and some school buildings have been open continuously day and night since July 1940.

" Our schools are increasing our manpower by 'stepped-up' programs for physical fitness, by better health teaching, by nutrition and safety instruction."

Cooperation in civilian defense for the physical protection of homes and people.

The schools have put their shoulders to the wheel of the war savings campaign to help raise the 70 billion dollars a year needed by the Government. Also, they are cooperating in conservation and salvage work. " They are doing — gladly — the smaller but necessary tasks like sugar and gasoline rationing."

" Along our seaboards and in our vital industrial areas, they are planning for the orderly evacuation of children and teachers to safer areas if bombing makes this necessary." It would be " criminal negligence " not to make in advance every possible preparation, he said, and teachers must set an example of calm.

Thousands of women and older girls are being trained to look after children while the million women in war industry increase to three million. Recreational facilities for children and young people are being expanded to prevent a jump in juvenile delinquency.

Colleges and universities are speeding up their schedules to save a year in the training and preprofessional education of physicians, nurses and engineers.

School courses are being overhauled. World interdependence, world geography, more mathematics, more science, more meaningful history, more realistic civics are being taught.

TEACHERS ON CALL FOR SUMMER

A strict war regimen has been decreed for the supervisors, teachers, administrators, clerks and members of custodial staffs of New York City schools for the summer. The regulations include the requirement that all must be within 24 hours' travel of New York City, airplane travel excluded. Each must serve without pay for two weeks devoting the time to civilian defense training and

activities in the schools. Those absent during the assigned period will be considered absent from duty.

Volunteering of effort is suggested and the volunteers will not be subjected to selection for given periods by lot. The others will face this determination of their service period.

Programs on which the members of the school system will work will include air-mindedness program in the schools, advanced air raid precautions, civilian defense organizations and protective service, first aid, home nursing, nutrition, preschool children's training and education, protective measures in the home, the war and the curriculum, instruction to parent and community groups, airplane model building, mental hygiene and morale in wartime and supervision of boys on farms.

The program was worked out by the committee on civilian defense in the schools, the advisory committee and the board of superintendents.

CALENDAR OF EVENTS

American Home Economics Association, Boston, June 21st–25th

American Library Association, Milwaukee, June 22d–27th

National Education Association, Denver, June 28th–July 2d

World Federation of Education Associations, Montreal, July 8th–10th

Council of School Superintendents, Saranac Inn, September 20th–22d

Association of District Superintendents of Schools, New York City, September 23d–25th

National League To Promote School Attendance, Rochester, October 19th–21st

New York State Geographical Association, Oswego, November 7th

COLGATE HONORS DR COLE

The honorary degree of doctor of laws was conferred upon Dr Ernest E. Cole, Commissioner of Education, by Colgate University at ceremonies on May 10th.

The citation read:

Ernest Ethelburt Cole was graduated with the degree of bachelor of laws from Cornell University and was admitted to the bar in 1895. He decided, however, to become a teacher and progressed from teaching in a country school to a high school principalship. In 1916 he began a legal career and was elected to the State Legislature. He became chairman of the Senate education committee which sponsored the so-called "Cole laws" which advanced the standard of education in this State by providing the incentive of state aid to its communities. Counsel for the State Education Department, Deputy Commissioner of Education and Commissioner of Education during the past 16 years, he has had a leading part in the interpretation and application of these laws and also those which concern teacher tenure, scientific salary schedules, efficient financial accounting, a sound teacher retirement system, the centralizing of rural schools and the elevation of the normal schools to the efficiency and status of teacher colleges. He will always be remembered by a grateful State for his valiant and devoted service for the education and enlightenment of its people. His career, rising from the position of teacher in a one-room country school to that of Commissioner of Education, administrative head of all the schools of his beloved State, is itself an inspiration to our youth. His three sons are graduates of this college and we covet having his distinguished name also upon our roll. I present him in order that be may be admitted to the honorary degree of doctor of laws of Colgate University.

DOCTOR SCHMIDT SPEAKS

Dr A. W. Schmidt, Assistant Commissioner for Finance, spoke at the commencement of the New York State Agricultural and Technical Institute at Alfred University in Alfred.

Higher Education

COLLEGES FACE CRITICAL ISSUES

The critical issues confronting higher education in New York State were discussed by college and university presidents, representatives of college boards of trustees and educational foundations and the Board of Regents and members of the State Education Department at the Bar Association building in New York City on May 14th.

Dr J. Hillis Miller, Associate Commissioner in charge of higher and professional education, referred to the meeting as being comprised of the most distinguished group of college educators to meet in many years. Chancellor Thomas J. Mangan of Binghamton opened the meeting and introduced Regent Owen D. Young as the presiding officer. Doctor Miller called upon Dr Edmund E. Day, president of Cornell University, and Dr Leland Rex Robinson of Columbia University to open various phases of the discussion, which centered about the need for terminal courses to educate youth unable or unwilling to go more than two years beyond high school training and about the problems of public financing of the non-tax-supported institutions of higher learning in New York State.

The meeting was the first of a series of conferences and will be followed shortly by another in Albany. It is expected that other problems to be brought up will include the effect of the war upon the colleges and what the colleges can do and are doing to aid in the prosecution of the war.

WAR JOBS FOR WOMEN GRADUATES

Women graduates of colleges who meet certain basic requirements are being sought by the United States Civil Service Commission and various industrial concerns in New York State, according to Dr J. Hillis Miller, Associate Commissioner of Education, State Education Department, who was asked by Oakley Furney, State Director of Vocational Education for National Defense, to inform colleges training women of this fact.

The requirements include completion of a four-year college course with a major or minor in mathematics, physics, chemistry or science; completion of some one 300 to 600-hour national defense vocational course (junior technical grade); good health and physical capacity and American citizenship or else a declarant.

The courses referred to will be available, tuition free, in various places in New York State during June, July and August to assist qualified women to prepare for positions such as tracing and drafting in the fields of electricity, shipbuilding, mechanics, piping and tool design; general clerical work, including typewriting, filing and office work; machine operator on the engine lathe, milling machine and shaper; junior physicist; junior chemist; aviation

sheet metal worker; screw machine operator; machine shop assembler, and electrical assembler.

"The draft will take so many men that it is absolutely essential that women be prepared in the near future to take their places," Doctor Miller declared.

—o—

SAFETY PROGRAM

A "School and Youth Program" in safety was discussed at the first New York State Home and Farm Safety Conference May 28th at Syracuse. The conference was conducted by the State Department of Health. Dr E. R. Van Kleeck, Assistant Commissioner for Instructional Supervision, State Education Department, who is a member of the advisory committee of the new home and farm safety movement, presided at the school meeting. Speakers at this session were: Mrs Priscilla R. Marble, director of school safety, Utica; Dr J. G. F. Hiss of Syracuse, representing the State Medical Society, and Dr Margaret Lewis, director of health and safety for the national Girl Scout organization.

—o—

DR STODDARD HONORED

The honorary degree of doctor of laws was conferred upon Dr George D. Stoddard, Commissioner of Education-elect, at the commencement of St Lawrence University, June 8th. Doctor Stoddard, who takes office on July 1st, was the commencement speaker.

—o—

From July 1940 to the middle of this May, the Burgard Vocational High School of Buffalo had placed 5103 pre-employment trainees in jobs.

SCIENCE LEADER DIES

(Concluded from page 363)

groups, including the American Association for the Advancement of Science and the American Science Teachers Association. He wrote three series of pupil science books. He made a worldwide broadcast in 1937 from Tokyo, where he spoke as secretary of the Science Section of the World Federation of Educational Associations. He also attended the South American conference of the same federation in Brazil in 1939. He traveled on all continents except Africa and Australia.

—o—

WAR SAVINGS

(Concluded from page 361)

The totals are now so vast as to be almost beyond comprehension of the average individual. In comparison with the rising expenditures, however, there is a consistent falling off of our purchases of war savings bonds and stamps. Data have just been made available for the second Federal Reserve District, of which New York State comprises more than 90 per cent, showing the bond purchases from November 1941 through April 1942. Following are the summaries:

November 1941	$ 50 908 259
December	128 851 185
January 1942	267 776 813
February	123 163 444
March	104 558 981
April	102 175 961

We in education must draw upon every resource at our command to assist in bringing these monthly totals to a point where they will be consistently rising rather than falling. Special efforts will need to be made during the summer vacation months if we are to maintain our share of the nationwide effort in increasing the purchases of war savings securities to meet current needs.

—o—

Anna Stone, retired Binghamton school teacher who served the system there for 52 years, died May 21, 1942, at the age of 85. She retired in 1932.

With the Board of Regents

REGENTS NAME BOARD MEMBERS

Appointments and reappointments to the boards of visitors of the state teachers colleges were approved among other actions taken by the Board of Regents at its May meeting in New York City.

Mrs Frank C. Hughson of Loudonville was reappointed for a term of seven years to the board of New York State College for Teachers at Albany. Robert McCarthy of Troy was appointed for a six-year term to fill a vacancy on the same board caused by the death of William H. Anderson.

Daniel J. Kenefick of Buffalo was reappointed for a seven-year term to the board of State Teachers College at Buffalo.

Harry L. Cummings of Fredonia was reappointed for a seven-year term to the board of State Teachers College at Fredonia.

Harlan W. Rippey of Rochester was reappointed for a seven-year term to the board of State Teachers College at Geneseo. George Newton of Geneseo was appointed for a six-year term to fill a vacancy on the same board caused by the death of Frank K. Cook.

Lester D. Hayes of Sidney was appointed for a four-year term to the board of State Teachers College at Oneonta to fill the unexpired term of Thomas Manley.

Dr John B. Howe of Syracuse was reappointed for a term of seven years to the board of State Teachers College at Oswego.

E. E. Wright of Norwood was appointed for a seven-year term to the board of State Teachers College at Potsdam to fill a vacancy.

The Oppenheim-Ephratah Central School of St Johnsville was admitted as an accredited middle high school covering the ninth year. The Stratford Central High School was advanced in grade from a middle high school to a high school covering the ninth through the twelfth year.

Provisional charters were granted to the Albany County Historical Association of Albany, Boscobel Inc. of Crugers to acquire, restore and preserve the Dyckman-Cruger mansion as an educational asset, the Denio Memorial Library at Akron, the Tuxedo Park Country Day School and Baiting Hollow Free Library, Baiting Hollow, Calverton R. D., Suffolk county.

Absolute charters were approved for the Pace Institute of New York City and the Pebble Hill School Inc. of De Witt.

The certificate of incorporation of the Human Engineering Laboratory Inc. of New York City was amended to change the name to Johnson O'Connor Research Foundation.

The charter of the American Newspaper Publishers Institute Inc. of Ithaca was revoked with the consent of the incorporators, because it had never served its purpose as a school for giving instruction in all branches of publishing and the graphic arts. The depression prevented the institute from functioning.

NEW REGULATIONS FOR PRINCIPALS

To bring the qualifications for the elementary school principal's certificate in line with the new and higher standards for elementary school teaching, the Board of Regents at its May meeting approved an extension of requirements for this certificate. The change is in the form of an amendment to the regulations of the Commissioner of Education for the issuance of certificates for administrative and supervisory service.

The requirement for the provisional form of certificate has been increased from three years and 12 semester hours

to four years leading to a baccalaureate degree and an additional six semester hours in approved graduate courses. Preparation for the permanent form of certificate has been increased from four years leading to a baccalaureate degree and 12 semester hours in approved post-college courses to 30 semester hours in approved graduate courses.

These higher standards of preparation are the same now as those required for provisional and permanent forms of the elementary school supervisor's certificate. The experience requirement has been increased from two to three years. The teacher education committee of the New York State Association of Elementary School Principals sponsored the changes which were presented to the Commissioner of Education by Dr Hermann Cooper, Assistant Commissioner for Teacher Education.

SOUTH AMERICAN TEA

"It must be South American tea!"

"Why, of course," agreed a friend of the director of the State Agricultural and Technical Institute at Morrisville. They were inspecting the contents of a large box received from a graduate of the institute who had been engaged in agricultural work in South America. The only instruction accompanying the box was to give the material a proper test with reference to its palatability and nutrient value.

So the material, of a dry leafy character, was distributed among members of the institute staff. Some found it definitely unpalatable, to the point of making them ill; others pronounced the resulting brew both palatable and tasty. All this was last summer.

Late in April a letter to the director from the graduate inquired as to the results of the tests, whether the poultry had responded to this type of high vitamin feed, how were the chickens laying, was the color of the yolk improved and was their vitality improved. The human guinea pigs are now subject to the knowing smiles and nods of their colleagues.

BUILDING PLANS APPROVED

The following plans for construction on school properties have been approved by the Division of School Buildings and Grounds:

Poundridge, folding partition in Center School auditorium, $1000; approved April 13th

North Rose, interior decoration of central school building, $2400; approved April 17th

Suffern, landscaping portion of junior-senior high school grounds, $38,500; approved April 23d

Greece, alterations to third floor of central school building, $1485; approved April 27th

Merrick, repairs to roof and masonry of Merrick Grammar School, $4000; approved May 5th

Brunswick, District 5, sanitary system for school building, $2250; approved May 6th

The following preliminary drawings have been submitted:

Irondequoit, District 4, emergency exits for school

Tribes Hill, new grade school

Cicero, District 3, alteration to heating system in school building

——o——

After 37 years as principal of the Lansingburg High School and superintendent of the school system there, Neil K. White has retired. He will be succeeded by Thomas O. Treharne, present principal of the same school.

Research

RURAL YOUTH NEEDS STUDIED

Many questions regarding future methods in rural schools were raised in the report, " Studies of Youth in New York's Rural Schools," made by Dr J. Cayce Morrison, Assistant Commissioner for Research, State Education Department, in an address April 24th before the Teachers' Conference and Association Meeting, Second Supervisory District, Nassau county, held at the Sewanhaka High School at Floral Park. The study covers pupils who were in the eighth grade in 7000 districts during the school year 1933–34, and their progress to the autumn of 1940.

" Out of this study," said Doctor Morrison, " some facts emerge with startling clarity, others are intriguing — tempting further investigation. All converge on the importance of the State's obtaining more accurate understanding of its rural youth in order that educational programs may be developed and adapted to their varying abilities, interests and needs."

The report showed that 21 per cent of pupils in the common school districts left school on or before completing the eighth grade as compared with 11 per cent in districts maintaining high school departments. Doctor Morrison explained that this means that thousands of children missed the advantage of a high school education simply because they lived in districts without such schools.

Normal age pupils and those slightly under age were found to do better work, be happier and be more socially acceptable than older pupils attending the same classes. Unusual home obligations for the pupil had little to do with the pupils' chances of remaining in school but they did go hand in hand with a larger percentage of failure in school subjects. Physically handicapped children also suffered in their work, compared to those without handicaps.

In 1940, attempts were made to locate approximately 13,000 of these young people. More than 4100 submitted usable replies, and this represented a preponderance of those who had been graduated from high school.

As a result of this survey, Doctor Morrison asks the following questions: What had the school done to help pupils prepare for the duties of marriage and parenthood? What factors contributed to the unemployment of more than one of every ten youths? Should the school definitely guide youth to adjust to and profit from a variety of occupational experience? Has the school given adequate attention to helping youth plan for continued education after leaving full-time day school? Should the school assume responsibility for the placement of youth in work or for cooperation with employment agencies in such placement?

Youth, Doctor Morrison reported, offered some hints as to answers. Many wished their school had given more specific advice on planning further education, more specific training for a job, training on how to get a job and more specific advice on social living.

Doctor Morrison stated that he hoped to find many of the answers to the questions raised through this survey by means of the Five-Year Study.

Elementary Education

FUNDS AVAILABLE FOR CARE OF CHILDREN

Federal funds through the Lanham Act are available for day care facilities for children of mothers working in war production areas. These funds are to supplement community resources and may be used for equipping, staffing and operating expenses which can not be met locally.

Day care facilities, including nursery schools, day nurseries and out-of-school care for 5 to 16-year-old children may be maintained and operated under these funds when the need has been determined.

To be eligible for federal funds, these projects can be established only in areas having war industries. They must also be sponsored either by the local board of education, in the case of projects operated within the school system or developed as educational projects, or by the local department of public welfare, in the case of projects operated by a private social agency or a public welfare agency.

An explanation of the method of making a survey and the necessary forms may be secured from the Bureau of Child Development and Parent Education, State Education Department, or the Bureau of Child Welfare, State Department of Social Welfare.

After the survey, the local committee and the local sponsors (the public welfare commissioner and/or the superintendent of schools) will make a plan to meet local needs and send this plan for review and recommendation to the State Committee on Child Care, Development and Protection, Ruth Andrus, chairman, State Education Department, Albany.

CHILD DEVELOPMENT

Child development, with special reference to current problems, will be the major theme for the annual convention in New York City, September 23d–25th, of the State Association of District Superintendents of Schools, of which Zena R. Travis of Roxbury is president. Mrs Amy Bull Crist, Orange county, is chairman of the program committee, of which Frederick J. Lewis of Eldred, Sullivan county, and Gilbert M. Banker of New City, Rockland county, are members.

Dr George D. Stoddard, Commissioner of Education-elect, will give the principal address at the annual banquet.

INDIAN FLOWER DISPLAYS

Unusual decorative efforts of the Indian schools on the Allegany Reservation drew the attention and comments of scores of tourists over the Memorial Day week-end. The Allegany Reservation's schools are in unrationed gasoline territory and the flower displays attract visitors from all over the State.

In each one-room reservation school, Principal Stanley W. Johnson of Salamanca stressed the patriotic motif with flowers and paint. The Indian children planted red, white and blue flowers to form the Victory "V" in the front of each school and stones were gathered and painted in attractive flag designs.

Health and Physical Education

SUPPORT PHYSICAL FITNESS PROGRAM

The executive committee of the New York State Council of School Superintendents has indorsed the program of physical fitness now being undertaken by the Division of Physical Fitness of the State War Council through the local war Councils. Dr Clyde P. Wells, Batavia, president of the council, authorized the following statement:

We have taken into consideration the present urgent need of a rigorous program of physical training, the cost of the entire program and problems of administration as related to available facilities and personnel and financial resources both of the State and of the school districts. We are in hearty accord with the desire to set up an adequate program to the end that our young men and young women will be physically fit for military duty as well as for civilian and industrial participation in the war effort.

We appreciate that in this war effort consideration must be given not only to older students in school but to out-of-school youth as well. We believe that the facilities in the schools should be made available to the out-of-school youth of military age and express our desire to cooperate in every way possible with local war councils in setting up a program for men of military age not yet in service, out-of-school youth, war-industry workers and other adults engaged in war effort.

SCHOOL NURSES ATTEND CONFERENCES

A series of 41 regional conferences, called by the Bureau of School Health Service for school nurse-teachers, has just been completed. A total attendance of 713 is reported. Of these, 496 were school nurse-teachers; 155 public health nurses doing school nursing work; 6 students of public health nursing obtaining field experience in school nursing; 2 professors in colleges preparing school nurses, and 3 nurses in state teachers colleges. The proportion of superintendents with 100 per cent attendance of their nurses was 225 out of 284, or 80 per cent. At nine meetings, Girl Scout executives stated the need for school nurses for camp positions during summer vacation.

The following basic topics were discussed after consideration of certain regional problems:

1 Analysis of health service program
2 Résumé of various types of home nursing courses
3 Nurses' participation in state and local nutrition programs
4 Methods for improving home visits
5 Classification of problems relating to school nursing and attendance
6 Analysis of untreated defects of high school pupils
7 Demonstration of color perception and muscle imbalance tests
8 More accurate compiling of annual reports
9 Review of 15 department publications as they relate to school nursing
10 Review of official publications of three other state departments relating to school nursing and of 20 other publications of value in school nursing

REQUIREMENTS FOR SCHOOL LUNCHES

The Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, recognizing the increasing importance of school lunches, offers the following recommendations concerning lunchroom personnel and equipment:

1 All persons employed in the lunchroom must be scrupulously clean in person and attire. They should be required to submit to health examinations or procedures which the health or school authorities may see fit to require.

2 The lunchroom and kitchen must be clean and as well equipped as it is possible to expect under the existing circumstances in the particular school, bearing in mind the fact that many schools which are poorly equipped are in very special need of school lunches from the standpoint of nutrition and education.

3 There must be present and in constant use the following equipment: a stove of such capacity as will furnish abundant heat for cooking and for heating large amounts of water; a place to wash dishes where they may be scalded with water over 170° F. and allowed to dry; a supply of dishes and utensils sufficient to permit good practice in the handling of food; a clean, tight cupboard for the storage of dishes and utensils used in cooking; a supply of kitchen linen or its paper substitute great enough to permit sanitary handling of the food, and an icebox or refrigerator, if such is at all possible.

4 Food low in price is permissible, but it must not be fermented, decomposed, frostbitten, unclean or of unsanitary quality.
Milk should be pasteurized. If unpasteurized, it should be *boiled* on the premises. If powdered milk is used, it must be mixed with safe water within an hour or two of the time it is to be used.

5 The housekeeping of the lunchroom and the kitchen must be above criticism. Particular attention should be given to the exclusion of flies, rats, mice, roaches and other vermin. Containers which are vermin-proof must be provided when it is impossible to eradicate these nuisances.

6 The personnel and equipment must be under the daily supervision of some responsible person trained for such work — school physician or school nurse, principal or home economics teacher — who will have authority to order the abatement of a condition which may be dangerous. This responsible person shall decide whether a lunchroom worker is or is not fit to work on any given day. He shall take into consideration the following points and such others as seem pertinent or necessary to insure safety to the persons eating the school lunch:

a Is the individual clean in person and clothing?

b Is there suspicion that the worker is suffering from some communicable disease? If so, he should be examined by a physician or health officer who, in turn, should inform the administrative head of the school regarding the possible transmission of the disease. He should not be permitted to return to work after sickness or absence of undetermined cause until seen by a physician.

c Is there any infectious disease, such as scarlet fever, in the home of the worker?

d Is there any skin disease or discharging wound?

The close cooperation of lunchroom directors, principals and school physicians, or health officers, is required if school eating places are to be safe. These individuals working together can see that sanitary precautions are taken and thus prevent the spread of disease through foods.

—o—

SCHOOL LUNCH SURVEY

School administrators have recently received a communication from Commissioner of Education Ernest E. Cole concerning an important study which is to be made of school lunch activities in the schools of the Nation. The Federal Security Agency, United States Office of Education, Washington, D. C., has requested the cooperation of state departments of education in conducting this survey.

To obtain the essential data for this study of school lunch programs, Doctor Cole has sent individual report forms to school administrators in order that a record may be obtained from each elementary and secondary school in the cities, villages and rural communities of the State.

The summary of such a study for the entire Nation should provide useful information on this important aspect of nutrition as it affects the health of school children. The New York State summary will furnish an excellent basis for determining outstanding needs and next steps.

Vocational and Extension Education

ALFRED INSTITUTE OFFERS WARTIME PROGRAM

Director Paul B. Orvis and his staff at the State Agricultural and Technical Institute at Alfred have been quick to recognize the changing demand for educational services during the war. In the summer of 1940 this institute was one of the first to establish emergency defense training. Courses in radio, power machinery, welding, drafting, electrical construction, precision measurement and foremanship training were quickly established. From September 1940 to September 1942, 1984 regular and special students were trained in special courses ranging from 13 weeks to two years in length.

Equally important to the prosecution of war has been food production. The student needed on the home farm during the growing season has received special and intensive training during the winter, thus enabling him to remain at home for the maximum number of weeks to assist in crop and animal production. The weekly and daily schedules of the agricultural group have been intensified with classes beginning at 8 a. m. and closing at 5 p. m. for six days each week. Vacation periods at the holiday seasons have been virtually eliminated by a concurrent decision on the part of the faculty and the student body. Graduation took place on April 3d, nearly eight weeks in advance of the regular commencement period. It is expected that courses will open again on October 5th, thus giving the students a full month's additional work on farms.

The wartime training program at the institute, including many branches of service at the technical level of instruction, has enabled the staff to reach increasingly large numbers of young people desiring specialized training. Additional equipment purchased from federal funds and the employment of additional personnel have contributed substantially to the enlarged educational program.

SCHOOLS AID FOOD FOR FREEDOM

In many ways our schools are making valuable contributions to the national food for freedom program as a phase of our all-out war effort, Dr Arthur K. Getman, Chief of the Bureau of Agricultural Education, declared. "As in World War I, food is destined to play a highly significant role in the final test of strength and endurance," he said. "World food shortages are already beginning to appear. One of the great military questions of the day concerns the ultimate advantage of the food supply in 1942 and especially in 1943."

He continued:

The great challenge to America during the present season is to mobilize every possible resource of production especially for meat, dairy and poultry products, fruit and vegetables and fats and oils. We shall need unprecedented volumes of these products for victory and for providing stock piles during the peace effort. It should be remembered that inadequate food supplies resulting in malnutrition and fatigue

were a major cause of the defeat of the gallant troops at Bataan and Corregidor. School gardens, student help in planting and harvesting, farm cadet victory service by pupils during vacation months, the repair of farm machinery and power equipment and the increase of food production by all students of vocational agriculture are making valuable contributions in food production by our public schools.

Victory gardens. There is widespread interest throughout the State in school and community gardening, both for food production and for beautification. The State Victory Garden Council has provided for county councils with a county club agent serving as coordinator. School officials are cooperating with these councils in planning and maintaining victory gardens by pupils in a large number of districts throughout the State. Subject matter bulletins, victory garden leaflets and local plans may be secured from county club agents. Every effort is being made to keep the garden movement sane and to make the best possible use of good land, seed and human labor.

Planting and harvesting. The plan approved by the Board of Regents for the release of pupils 14 years of age or over from school for planting and harvest work on farms has met with the hearty approval of farm organizations and individual farmers. The labor of these young people when properly safeguarded can be of enormous value in food production. During last fall, more than 19,000 pupils were released from school for harvest work.

Farm cadet victory service. At the urgent request of the farm committee of the State War Council, cooperative relationships have been established between the State Education Department, the United States Employment Service and the Extension Service to encourage pupils to volunteer for farm work during the summer vacation. There has been widespread interest in the enrolment of pupils in local schools on forms provided through the Education Department. At present 50,000 enrolment forms are in the hands of school officials.

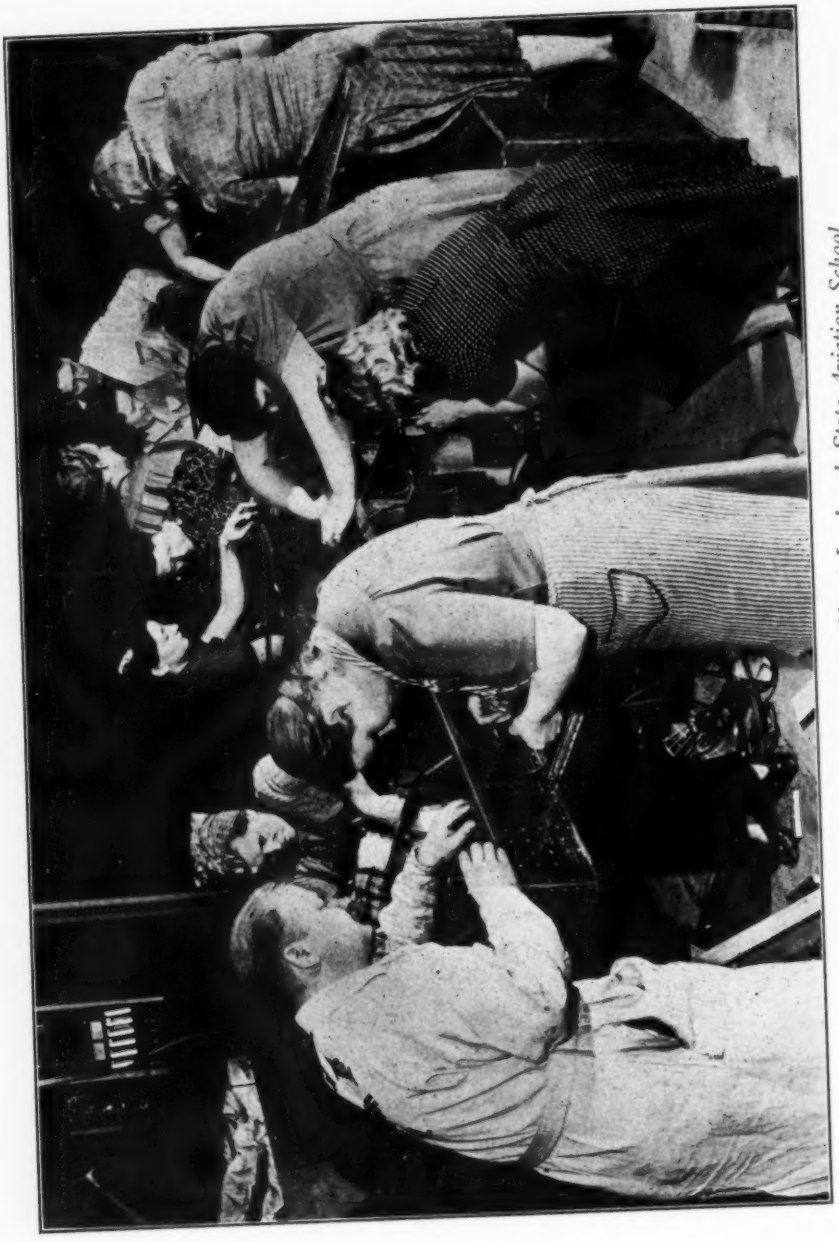
Repairing farm machinery. The shop facilities in the 325 high school departments of agriculture have been made available to farmers, young men out of school on farms and to regular students for instruction and for repair service to automotive equipment and farm machinery. This program is intended to assist farmers in meeting the shortage of new equipment and the difficulties of securing new parts. When labor is scarce it is of the utmost importance to use power machinery as efficiently as possible. Since February 1st approximately 5000 pieces of machinery and equipment have been repaired each month in the school shops.

Meeting food quotas. In accordance with the plans outlined by the Secretary of Agriculture farmers in each state have been requested to meet certain minimum food quotas during the current season. The 16,000 full-time and part-time students of vocational agriculture in their local farm production programs have increased their plantings and livestock and poultry enterprises in amounts so as to do their share in meeting state quotas. These youth are using the best known practices of management and labor-saving devices that are available.

PLACEMENTS IN AIRCRAFT INDUSTRY

The aircraft industry has taken 13,440 persons who have received training in the vocational schools of New York State since January 1, 1941, according to a report dated April 1, 1942, made by Michael F. Steffen, aviation consultant, to Oakley Furney, Chief of the Bureau of Industrial and Technical Education, State Education Department.

An additional 1487 have been placed in industries allied to the aircraft plants and 1167 have taken other war industry jobs in the same period, the report shows. Out of 34,009 enrollees for the period, 10,141 dropped out of the courses, but it is believed that at least 4000 of these were hired by aircraft plants.



Women's Class in Aircraft Assembly at Lynbrook State Aviation School

Women's All-Night Defense Training Class at Edison Technical High School, Rochester

SCHOOLS TRAIN WOMEN FOR INDUSTRY

Rapid strides are being taken in increasing the numbers of women to be trained for war industries. Dr Lewis A. Wilson, Deputy Commissioner of Education, recently reported that the goal for New York State is 40,000 trained women by the end of the year. This activity follows an urgent request of the War Production Board for the training of women, Blanche Nechanicky, supervisor of industrial education in the Bureau of Industrial and Technical Education, reported.

Miss Nechanicky also revealed that the response of employers who have hired women trained in the State's schools is good. They find that women are very conscientious and often quicker than men in certain operations.

During April there were 3000 women in training in 34 communities and they were taking 26 different courses. The largest enrolments are in training for light assembly work, machine tool operation (machine shopwork) and inspection.

Principal activity so far in the training of women has been in Rochester, Buffalo, Syracuse, Pearl River, Long Island and Elmira. In most of these places separate courses for women have been set up, but in the numerous other smaller communities the classes are often for both men and women. Rochester has instituted 24-hour training for women in two schools. Buffalo, which has expanded the courses for women to include all the lines for which men have been trained in the past, also has night training sessions. Syracuse is launching a huge program for training women because of the large expansion of industrial plants there. Openings for 20,000 women are expected.

In the aircraft field, women are learning fabrication, riveting, assembly and inspection. In other localities, women are trained to work on radio devices. Much work in the field of aviation is being done by women at Lynbrook, Long Island.

Thus the State is speeding the preparation of women to take the places of men called to the colors.

TIME TO BEGIN FARMING, SAYS GETMAN

The present is a good time for a young man who is interested in agriculture to get established in farming, declared Dr Arthur K. Getman, Chief of the Agricultural Education Bureau, in a recent radio address to the Future Farmers of the State. Continuing, he declared:

Each young person about to start farming should recognize that the present outlook is unusually favorable. There is a demand for hired men on farms at good wages. Also, favorable opportunities exist for tenants on good farms. Superior farms are still cheap; however, they may cost more if prices continue upward for some years. It is important in purchasing a farm to consider the price asked in view of the probable future trend in prices.

While considering prices, wages and returns in farming a young man ought to think about the influence of the war in bringing about violent changes in prices. These changes represent a critical item affecting the success or failure of young farmers. It requires most people a lifetime to pay for a good farm; therefore, the movement of prices for the years which lie ahead are likely to play an important part in the success of an operator.

When prices are rising, farm profits also rise. When prices fall, however, it is very difficult to meet production costs and especially hard to pay debts. The prices of farm products move up and down faster and over a wider range than the prices of things farmers buy. Farmers usually sell at wholesale and buy most of their things at retail. The great farm depression beginning about 1930 was due mostly to the fact that the prices the farmers received and the necessary costs of operation were out of balance. When farmers have heavy debits price changes are very critical. Since World War II began the prices of farm products in New York have moved upward slightly more than the first two years of World War I. As a result, a reasonably fair equality in farm prices has now been reached. It will be clear that such factors as I have outlined point to the present as a reasonably good time for a young man to start in the farming business.

Many farm youths have believed it to their advantage to enter a defense industry to take advantage of their mechanical skills in getting high wages. These young men who like working in the open country ought to save every possible nickel above frugal living expenses in order to purchase land, livestock and equipment at some later date, when industrial employment will not be so active.

SCHOOLS REPAIR FARM MACHINERY

Since February 1st approximately 13,500 pieces of automotive equipment, farm and field machinery and tools have been repaired in the shops in high school departments of agriculture. This service has made a valuable contribution to the State's food production program in offsetting the scarcity of new farm equipment and meeting the difficulty of securing repair parts.

The statewide repair service represents a combined program for the out-of-school young men sponsored by the defense training program for the Nation as a whole and the regular instruction in farm mechanics offered in vocational shops. Three major types of equipment servicing have been conducted: automobile, tractor and truck repairing, metal work, including the repair of all types of farm equipment, and electrical work, including the wiring and installation of electrical equipment and the repairing and servicing of motors.

In periods of acute farm labor shortage it is regarded as highly important for

farm operators to keep power equipment and field machinery in the best possible working order, to conserve man power in crop and animal production. Instruction in the operation, care and repair of such equipment, therefore, is viewed as serving a vital function during the present production season.

A typical repair shop is found at the West Leyden Central School, where since October 15th regular courses have been maintained for 27 farm youths for 15 hours each week with emphasis on electrical installation repair and automobile mechanics. Local craftsmen with long experience in electrical and automobile trades were employed as instructors under the general supervision of the local teacher of agriculture. The regular attendance of the out-of-school youth at these courses was hailed as an excellent index of their interest in and their ability to profit by the training. Local farmers were high in their praise of the year's work. The new farm shop constructed as a portion of a cooperative National Youth Administration construction project for the West Leyden Central School provided excellent facilities for this wartime training.

WORKSHOPS FOR HOME ECONOMICS TEACHERS

Since the Bureau of Home Economics Education anticipates a rapid increase in the development of adult education in homemaking through the public schools, the summer sessions in colleges and universities in New York State this year are offering special help to home economics teachers who will be employed by their boards of education to teach classes of adults and to share in community projects. The pre-employment training of home economics teachers has not in the past included working with family groups and teaching classes of adults. Therefore this special assistance is offered.

Two weeks' courses taking the full time of the student are being offered in adult homemaking education at Cornell, Syracuse and New York universities and Teachers College, Columbia University. These courses will be organized to meet the special needs of home economics teachers for giving assistance to homes affected by the war. The Bureau of Home Economics Education suggests that school administrators encourage the home economics teachers employed to teach adults this summer to attend one of these courses.

Six weeks' summer session courses in adult homemaking education and community planning are offered at Cornell and Syracuse universities. Since the programs of most home economics teachers now include the teaching of adult classes the Bureau of Home Economics Education recommends that teachers register in these special courses to assist them in making as vital a contribution as possible to the adjustment of family life to the war.

In addition, there will be offered special curriculum workshops on a two and six weeks' basis this summer. For New York State home economics teachers these same four universities are offering a two weeks' curriculum workshop in which the teacher will devote her entire

time to work on materials she has been developing individually or in her county study group. Much excellent material has been collected by teachers and some progress has been made in developing units of work with which teachers would like to continue study. With the adjustments necessary in school programs because of the war these curriculum workshops are expected to prove exceedingly helpful.

Six weeks' curriculum workshops will be offered at Cornell and Syracuse universities and Teachers College, Columbia University. Those teachers who can spend six weeks at summer school are encouraged to register in these workshops because of the vital contribution this work will make to their understanding of the fast-changing school curriculum and the increasingly important place that home economics education is taking in this development.

The war situation is motivating the cooperative relationships between the many community organizations and agencies already working to give assistance to homes. In some localities plans for community programs for home and family life education are being developed. At Cornell, New York and Syracuse universities a six weeks' summer session course is being offered on community programs for homemaking education. All home economics teachers in communities where these committees are already organized and working and where there is indication that such a project may soon develop, are encouraged to register in one of these courses.

In addition to the courses planned to meet these newer trends, the summer session programs of these colleges and universities are offering to teachers unusual opportunities for help in all phases of home economics. Teachers are urged to send for the catalogs to study the offerings in relation to their work.

NYACK PLACEMENTS

An almost uninterrupted increase in the numbers of placements made for trainees of the Nyack Vocational School has been reported to the State Education Department. To May 7, 1942, since December 1940, 457 workers have found employment after training in this institution.

Starting with one placement in December 1940, the figures rose gradually but fairly consistently to 82 in April 1942. In the eight days to the time of the report, May 7th, 33 more were added to the successful list. Placements in April were divided as follows: welding, 35; marine sheet metal work, 13, and aircraft sheet metal work, 34.

NEW SCHOOL IN NEW YORK

The new Machine and Metal Trades High School will be open for admission of pupils from all New York City boroughs beginning next September. The school is located on First avenue between 96th and 97th streets in Manhattan. It will offer the following courses to pupils who have completed the work of the ninth year in junior high school or the first year in an academic high school or a vocational high school: machine shop, sheet metal, welding, patternmaking, foundry, heat treatment and mechanical drafting. The principal is Dr Charles Harper.

FUTURE FARMERS COLLECT SCRAP METAL

The New York State Chapter of the Future Farmers of America through its membership of more than 10,000 farm youths has been quick to respond to the call for assistance on the part of the Salvage Section of the United States War Production Board to aid in the statewide program for salvaging scrap metal. Local chapters of the organization are constituting themselves as special committees to make inquiry throughout their communities concerning the availability of all types of scrap metal especially on farms and to collect such material. Metal of discarded farm machinery of all types is exceptionally valuable for the war production program. The young men have been cautioned, however, to be careful not to use for scrap purposes machinery parts that have any value whatever in repairing and reconditioning present machinery.

The Bureau of Agricultural Education of the State Education Department in cooperating with the young persons and with governmental and private agencies has made certain specific recommendations. Local chapter advisers are asked to confer at once with the chairman of each county salvage committee in order to take advantage of specific arrangements for each county program. The young men are then asked to secure information regarding the availability of the metal with particular reference to location and quantity. The nearest manager of a McCormick-Deering Company has volunteered to use his truck in assembling the scrap metal. Posters have been provided for each local chapter by the International Harvester Company with supplemental attachments prepared by the Department emphasizing the responsibility of Future Farmers.

DOCTOR COLE RECEIVES MEMORIAL

Expressions of appreciation to Commissioner of Education Ernest E. Cole were given at a celebration dinner of the Council of Presidents of State Teachers Colleges in Albany early last month. The engrossed memorial presented to Doctor Cole reads as follows:

The Council of Presidents of State Teachers Colleges at its celebration dinner held in Sayles Hall, Albany, New York, on May 6, 1942, hereby expresses its sincere appreciation to

The Honorable Ernest E. Cole

for his educational leadership and statesmanship as Senator, Deputy Commissioner and Commissioner. His long and ceaseless endeavors for state aid to education, teachers' salaries, teachers' pensions, teachers' qualifications and for the improvement of teacher selection and preparation by the conversion of the normal schools into teachers colleges have made for him an enviable place in the history of education in the State of New York. His friendly counsel and devoted loyalty to the cause of teacher training have won for him the lifelong honor and respect of all who have been privileged to know him.

HERMANN COOPER
JOHN M. SAYLES
HARRY W. ROCKWELL
E. C. HARTWELL
HARRY DE WITT DE GROAT
LESLIE R. GREGORY
JAMES B. WELLES
LAWRENCE H. VAN DEN BERG
CHARLES W. HUNT
RALPH W. SWETMAN
CHARLES C. WARD
CLARENCE O. LEHMAN
EDWARD S. MOONEY

Adult Education

STATE ORGANIZES YOUTH SERVICE COUNCILS

A statewide program for establishing Youth Service Councils has been launched by the New York State War Council and the State Education Department. These councils, composed of young adults, 16 to 25 years old, will represent the various youth groups in the community. The movement is designed to broaden the participation of older youth in the community's war and civic activities.

The Youth Service Council movement grew out of the work carried on during 1941 by the Regents Committee on Civic Education for Out-of-School Youth. This committee, of which Dr Howard W. Pillsbury, superintendent of Schenectady schools, is chairman, continues to function in an advisory capacity under the name of the State Youth Service Council.

A jointly prepared bulletin entitled Youth Service Councils describes in detail the technics of organization and outlines a broad program of youth activity. The bulletin has been sent to superintendents of schools, presidents of boards of education, chairmen of local war councils and chairmen of " community service sections " of local war councils throughout the State. It was suggested that the local public schools and the War Council take the first steps in getting a Youth Service Council organized in each community.

Prefacing the bulletin are appeals by Lieutenant Governor Charles Poletti as State Defense Coordinator, and Dr Lewis A. Wilson, Deputy Commissioner of Education, in which they urge local defense councils, youth serving agencies and other civic organizations to cooperate in the development of this project.

The four-fold purpose of the Youth Service Councils, according to Doctor Wilson is:

To coordinate, promote and extend the community war activities of youth. To stimulate much broader participation in these activities.

To promote, enrich and supplement all youth programs of the community to the end that through broadened participation a more adequate understanding of public issues may result.

To give youth an opportunity to *plan* and *execute* their own community activities, not only to improve their general welfare and that of their communities, but also to increase their active enthusiastic participation in democratic processes and in the defense of democracy.

To stimulate in youth the wise use of community facilities for vocational training and employment.

The youth service enterprise is part of the State Education Department's Civilian Defense Training Unit of which Dr A. B. Meredith is coordinator.

—o—

GETMAN SPEAKS

Dr Arthur K. Getman, Chief of the Bureau of Agricultural Education, delivered commencement addresses at the following institutions: New York State Institute of Agriculture on Long Island at Farmingdale, New York State Agricultural and Technical Institute at Canton, Trott Vocational High School at Niagara Falls, Newark Valley High School, Unadilla High School and the agricultural college of Ohio State University at Columbus, Ohio.

Examinations and Testing

SCHOLARSHIP REGULATIONS CHANGED

Changes have been made in the law concerning the payment of state scholarships to permit winners to attend colleges giving accelerated programs. Thus graduates of secondary schools who will hold such scholarships may enter college this month and receive the benefits of the scholarships at once. Funds have been provided to meet the increased demand, since in the affected cases the demand will be for three payments a year rather than two, due to the effect of the war on college programs.

This change applies only to University scholarships. Winners of War Orphan scholarships will not be able to use such scholarships for attendance at summer sessions.

The following procedure will apply in meeting the requirements of the accelerated program involving funds paid on University scholarships:

Under an approved accelerated program, a University scholarship may also be used in a college which in addition to the two regular terms (or semesters) offers also an approved summer term, requiring at least 15 recitation hours a week for not less than 12 weeks during such summer term. During the immediate emergency the Commissioner of Education may, on proper application by the college, approve the work compassed by two summer sessions of not less than six weeks each as equivalent to "an approved summer term" as defined above. Under the latter plan no claims for scholarship payments may be presented until the second session of such approved summer term. A credit hour is defined as 15 hours of classroom instruction including the examination.

READING PROGRESS TESTS AVAILABLE

Form B of the Reading Progress Test for Grades 7 through 12 has been made available for distribution in quantity to city, village and district superintendents and principals of secondary schools, Dr Harold G. Thompson, Director of the Division of Examinations and Testing, State Education Department, has announced.

The test now being made available, like Form A previously announced, is offered primarily for use in a program of reading improvement such as is described in the Department bulletin, Reading in the Secondary School Program. The tests may be used to provide data for a cumulative record of a pupil's reading progress which may be combined with the results of the elementary school test to show his progress from grade 4 through grade 12.

Doctor Thompson points out that the use of the test is entirely optional but that it is hoped schools will take advantage of this testing service. Form B is being sold in packages containing 25 test booklets, a manual of instructions, 150 answer sheets, two scoring keys and five class record sheets. The cost is $1 a package, postpaid.

School and Public Libraries

SCARCITY PROBLEMS IN WARTIME[1]

GENERAL INFORMATION

How may libraries obtain supplies and equipment? Purchases may be made (1) without preference ratings where unrestricted supplies are available; (2) with automatic preference ratings (priorities) for certain classes of items, and (3) by making application to the War Production Board for a preference rating on forms provided for that purpose. Every effort should be made to obtain items from dealers without using a preference rating.

What automatic preference ratings (priorities) are available to libraries? Preference Rating Order P–100 of the War Production Board allows educational institutions, governmental units and other specified agencies to apply a preference rating of A–10 on *supplies* used for repairs, operation and maintenance by indorsing a statement on the purchase order to the supplier. This does not cover new equipment which is classified as an asset. No application to Washington is required for permission to use Order P–100. Merely obtain a copy of the order and follow instructions carefully.

When must libraries make application for a specific preference rating? War Production Board Form PD–1A is used to apply for a preference rating to obtain any materials which can not be procured without a rating or by the use of a rating already available (for example, A–10). Only items of one class and for one use should be included on the same application.

Where can libraries obtain official information concerning scarcities, priorities, rationing etc? Information and copies of forms or orders can be obtained from the director of industry operations, War Production Board, Washington, D. C. Forms are also available from the W. P. B. Priorities Field Service offices located in the principal cities. Inquiries concerning tire rationing should be made through the local rationing board and truck rationing through the local Office of Defense Transportation headquarters.

[1] For complete article read A. L. A. Bulletin May 1, 1942, p. 315–19.

BOOKS AND PAPER

What limitations on book production may be expected? There does not seem to be any critical shortage of paper for books and pamphlets at the present time and no such shortage is immediately anticipated.

What will probably be the situation in future months regarding the availability of paper supplies and products? Most paper products are still available and there is no immediate prospect of rationing. Some types of paper are difficult to obtain, however, and in many cases quality is going down, especially color. Rag and sulphite bond are getting somewhat scarce and will continue so. Carbon paper is becoming easier to obtain although lighter weights are not plentiful.

Manila paper for envelops, folders and book pockets is available without difficulty but duplicating stock (mimeograph and hectograph) is in a somewhat critical situation. Ruled papers are hard to get in some areas. Catalog cards should be easily available although 50 per cent rag specification may be more readily obtained than 100 per cent rag content cards.

BINDING SUPPLIES

Is there an adequate supply of book cloths and buckram? In general, libraries and binders are finding it possible to obtain supplies without difficulty. There are no priorities on buckram at present but all duck is restricted to supplying contracts for the armed services. Consequently buckram is difficult to obtain and will become more so.

Are other binding supplies available? Parts and supplies for binding operations are generally available on the A-10 rating to which libraries and binders are entitled under Preference Rating Order P-100. Many metal supplies are scarce, however, and libraries may not be able to obtain them except by making a specific application on Form PD-1A. Linen thread is almost unavailable and cotton should be substituted. Tarboard is not too difficult to obtain and is becoming increasingly available.

Can metal binding equipment be obtained? Backers, presses, cutters and similar pieces of bindery equipment are capital items and are not available under blanket preference ratings (for example, A-10). They must be obtained by means of Form PD-1A and may not be available even then.

OFFICE EQUIPMENT

What restrictions limit the purchase of office equipment? Durable office equipment may not be ordered with preference ratings assigned under the general maintenance, repairs and operating supplies order, P-100. Therefore, an A-10 rating will not cover the purchase of typewriters, duplicating machines, adding machines, desks, filing cabinets and similar items. Wooden products can probably be obtained by applying on Form PD-1A but the manufacturing of most metal office equipment has been curtailed drastically.

Typewriters are rationed and a rationing program is being worked out for other items. It is not expected that new typewriters will be available in the near future for civilian purposes because of the Government's military requirements and because of the conversion of the typewriter industry to war production.

What are the probabilities of securing in future months mechanical and electrical appliances made of metal? There is almost no chance that such equipment will be available when retailers' present stocks are exhausted. Some items may be frozen by subsequent orders and be subject to rationing procedures. Pencil sharpeners may be made available by special ruling because of the scarcity of knives.

TIRES AND TRUCKS

Is it possible for libraries to secure new tires or retreaded tires for official library cars and trucks, including bookmobiles? Libraries are not eligible to secure new tires but they may find it possible to obtain retreaded or recapped tires if the local quota permits. A letter from the Office of Price Administration (*A. L. A. Bulletin*, 36:295, April 1942) refers librarians to their local rationing boards for determination in each individual case. This has the effect of including libraries in List B of those eligible to apply for certificates for retreaded or recapped tires. List B truck-tire certificates will be issued only during the last several days of each month and then only if any retreads are left over after the demands of List A truck eligibles have been satisfied.

Will libraries be able to obtain trucks and bookmobiles? The War Production Board and the Office of Defense Transportation jointly administer a truck rationing program to control the very limited supply of trucks and truck trailers. Application must be made on a PD-310 order which may be secured from any automotive dealer. It then must be filed with the local Office of Defense Transportation located in the nearest Interstate Commerce Commission field office.

CONSTRUCTION

What restrictions will apply to repairing library buildings? The Government is encouraging building custodians to make necessary repairs, provided no critical materials are used. Only urgent needs should be considered. Extensive repairs will require application for a project preference rating on Form PD-200.

Under what circumstances will libraries be able to remodel and enlarge present buildings or construct new units? Library construction and modernization under existing war conditions will be limited to the most urgent needs and project priorities will not be obtained easily. Under recent conservation orders all nonessential construction is prohibited even if materials and labor can be obtained. Applications for construction must be filed on Form PD-200 with the field office of Federal Housing Administration having jurisdiction over the proposed building site.

PURCHASING AND CONSTRUCTION

Under what circumstances should libraries stock up on supplies needed for future use? In nearly all cases stores of supplies should be maintained only to meet current needs. Overstocking is hoarding and is unpatriotic. The one case where hoarding is actually encouraged is in ordering coal. Libraries everywhere are urged to store as much coal as space permits since transportation facilities next winter will be loaded to capacity hauling war shipments. If coal is not received this summer it may not be available at all.

EDITOR'S NOTE. *It is advisable, even in view of the foregoing, to consult with local priorities officials before ordering any materials on the critical lists. Rulings change frequently on these.*

NEW W. P. A. WAR SERVICE UNIT

The W. P. A. Library Project has now changed its status to a War Service Unit. The work at preparation centers will continue but individual libraries requesting future W. P. A. help should set up their projects for war service.

The following list may act as a guide:

Books for armed forces

Receive, store, sort, repair, process, pack and ship some 500,000 books collected in the Victory Book and N. Y. L. A. Books for Soldiers drives.

Army camp and post libraries

Cooperate with Army camp libraries, Army hospitals and the proper military authorities in all operations necessary to build up and maintain these libraries and to increase them. In particular supply aid in cataloging, ordering, listing and circulation records, and in organizing branch libraries and book collections throughout the camp.

War Information Centers

Assist libraries or defense councils and cooperating agencies to operate war information centers for the councils, affiliated agencies and the general public; make available the latest facts, reports, directories, regulations, instructions for public use and technical information for defense agencies, war industries, students and the armed forces; serve also as registration and check-in stations for volunteer defense activities. Particularly to aid public libraries which have been designated officially as War Information Centers in filing, analyzing, indexing official and nonofficial documents and compiling information therefrom.

Civilian morale

Aid libraries in promoting civilian understanding of the necessity for and participation in defense activities, to develop and strengthen morale, and to promote national unity by the dissemination of authentic information and sound teaching in the fields of government, history and international relations, the presentation of valid interpretations of current events and problems, and the stimulation of postwar planning by providing literature of factual information, sound ideas and rational proposals. The aid will be chiefly in collecting, arranging and listing appropriate materials including official reports, documents, pamphlets, clippings, magazines and aid in preparing selected lists for various groups, organizations and individuals.

Defense adult education program of State Education Department

Assist public libraries in implementing this program to develop more effective citizen cooperation and a better understanding of the war effort and the necessity for postwar planning by preparing lists, providing books, pamphlets, visual aids and other printed materials and in contacting agencies and groups to insure the maximum usefulness of these materials.

National citizenship war education program

Assist libraries working with agencies cooperating with the United States Department of Justice by providing and making more accessible books and other materials of aid to aliens learning English and in gaining a true insight to American history, growth and development and the American viewpoint on current problems.

Emergency war service to overcrowded defense industrial areas

Help librarians or provide directly in addition to materials on above subjects, recreational reading for men, women and especially children in these areas to help relieve the continuous and undermining strain of war in communities unprepared to offer normal facilities to swollen population.

War information for rural areas without public access to reading materials

Provide the aforementioned services as the only public means for rural people to have the same advantages as urban people, in securing information related to defense activities, printed materials on current events, wartime problems and postwar planning. Aid in extending the coverage of libraries by establishing rural stations and delivery service. Operate a delivery service by truck or bicycle to remote borrowers.

N. Y. L. A. CONFERENCE PLANS AWARDS

Every librarian in the State has an opportunity to earn an award which will help to defray the expenses of a week at Rochester for the conference of the New York Library Association, August 31st–September 5th. Five awards of $40 each will be made.

The subject for this year's award is: "Libraries and the War."

The following subtitles are suggested as lines along which the subject may be developed:

1 Our library's part in civilian defense
2 Books and pamphlets to help win the war (Give reasons for choices)
3 Our library's program for meeting the needs of national defense
4 Our library as a war information center
5 Careful budgeting and buying procedures for wartime library needs
6 Our library practises democracy
7 A plan for redirecting the library in war

Librarians who are interested in the contest for awards should address Ruth F. Evans, school library supervisor, State Education Department, who is chairman of the scholarships and awards committee.

The rules for this year's awards follow:

1 Contestant must be a member of the New York Library Association.
2 Reports must be either typewritten or written in ink on large paper. The name of the contestant must *not* appear on the report but should be on a separate sheet.
3 All reports should be sent on or before July 1, 1942, to Miss Evans.

WAR PACKET LIBRARIES LISTED

Public libraries receiving war information packet libraries in New York State include:

New York Division of Adult Education and Library Extension, State Education Building, Albany
Richmond Memorial Library, Batavia
Canajoharie Library and Art Gallery, Canajoharie
Wood Library Association, Canandaigua
Free Library, Canton
Public Library, Corning
Free Library, Cortland
Public Library of Central School District No. 6, Delmar
Free Library, Dunkirk
Public Library, Endicott
Steele Memorial Library, Elmira* (Chemung county)
Memorial Library, Freeport
Public Library, Fulton
Crandall Free Library, Glens Falls
Free Public Library, Hicksville
District Library, Ilion
Tompkins County Traveling Library, Ithaca*
Your Home Public Library, Johnson City
Public Library, Larchmont
Public Library, Lockport
Free Library, Mamaroneck
Thrall Library, Middletown
Public Library, North Tonawanda
Guernsey Memorial Library, Norwich
Nyack Library, Nyack
Public Library, Olean
Huntington Memorial Library, Oneonta
Public Library, Plattsburg
Public Library, Pleasantville
Monroe County Traveling Library, Rochester

* Indicates county service

Public Library, Rockville Centre
Free Reading Room, Rye
Free Library, Saranac Lake
Public Library, Scarsdale
Public Library, Scotia
Free Library, Waverly
David A. Howe Public Library, Wellsville

At present the United States Information Service is adding to the list only upon specific request of the individual library. Attention is being given to the matter of supplying the larger libraries with sufficient copies of each item to serve their branches adequately.

—o—

CLASSROOM RADIO AWARDS

The School Broadcast Conference will make awards and citations after the close of the second annual classroom-use-of-radio competition, during the sixth annual conference in the Morrison Hotel at Chicago on November 12th.

Rules of the contest follow:

1 The description of the utilization procedure should be organized around the prebroadcast and postbroadcast classroom activities as follows:

a Describe in not more than 100 words your approach to the inclusion of the broadcast in your classroom schedule.

b Describe in not more than 200 words the assimilation and integration (your follow-up activities) of the program.

2 Handbook page or paragraph describing the broadcast must accompany your entry. All entries must be submitted on one side of 8½ x 11 paper.

3 All entries must be submitted before November 1, 1942, to the Information Editor, Room 701, 228 North La Salle street, Chicago, Ill.

The radio council of the Chicago public schools, with offices at the same address, is sponsoring a comprehensive workshop in radio June 29th to August 7th. A total of 90 hours of instruction will be offered to a limited class.

MINIMUM LIBRARY STANDARDS

All public libraries in the State will receive this month a mimeographed copy of the suggested revision of the minimum standards of service for public libraries. It is urged that all librarians and trustees study critically the standards proposed; make a rough rating of the library and then send to the Bureau of Library Extension, State Education Department, comments and criticisms.

The present standards have been in force for a decade and many items are obsolete. The proposed revision is intended to catch up with the growth and changes of the past ten years.

The standards submitted are tentative and the final revision will not be printed until librarians have had an opportunity to express their opinion, offer suggestions and correct inconsistencies.

—o—

LIBRARY AIDS ARMY

Because his staff is swamped with the triple duties of running the Army induction, recruiting and aviation cadet centers in Buffalo, Major Winston V. Morrow has referred persons seeking information about the Army to Grosvenor Library, Buffalo.

"We're just getting straightened out in our new office and haven't time to answer every question," Major Morrow explained. "Grosvenor librarian, Joseph B. Rounds, has set up a special section on military information and will welcome all questions."

—o—

HISTORIAN GETS DEGREE

The honorary degree of doctor of humane letters was conferred upon Arthur Pound, State Historian, at the commencement exercises of Union College in Schenectady last month.

NEW LAWS AFFECTING SCHOOL DISTRICTS

PREPARED BY JOSEPH LIPSKY, DIRECTOR, DIVISION OF LAW, STATE EDUCATION DEPARTMENT

The following Laws of 1942 relate to the school districts of the State. All references to sections mean sections in the Education Law unless otherwise stated. These laws are in effect except as otherwise indicated.

Chapter 63 of the Laws of 1942 amends subdivision 1 of section 395. The amendment provides that district superintendents of schools shall cause to be made and filed in the Education Department a record of the boundaries of school districts within their supervisory districts and shall, in case the record of the boundaries of any school district shall be found indefinite, defective or disputed, cause the same to be amended and filed in the office of the proper town clerk and in the Education Department. All necessary expenses incurred in making and filing such records and in establishing them shall be a charge on the school district or districts affected, to be audited and allowed by the trustee thereof, on the certificate of the district superintendent.

Chapter 85 amends section 12 of the Town Law. This amendment provides that any town of the second class having a population of 5000 or more as shown by the latest federal census or in which the assessed valuation of the taxable real property as shown by the latest completed assessment roll exceeds $10,000,000 or adjoining a city having a population of 300,000 or more as shown by the latest federal census, may become a town of the first class by following certain defined methods.

Subdivision 6 of said section provides as follows:

6 Town collectors and school district collectors. In any town which shall have determined, pursuant to either method specified in subdivision one of this section, to become a town of the first class, the collector shall continue in office until the effective date of such change of classification. On and after such date, the office of collector and the office of school district collector shall be abolished in such town and no collector or school district collector shall be chosen at any time to succeed the incumbents of the offices so abolished.

Chapter 94 amends the first paragraph of section 303-*a*. Even though the boundaries of a city may be coterminous the board of education may elect to have personal registration of voters, if the school election does not take place at a general election.

Chapter 106 adds subdivision 11-*e* to section 94 of the Education Law. This subdivision provides:

11-*e* All contracts for the transportation of school children involving an annual expenditure in excess of one thousand dollars shall be awarded to the lowest responsible bidder, which responsibility shall be determined by the board of education or the trustee of a district, with power hereby vested in the commissioner to reject any or all bids, if, in his opinion, the best interests of the district will be promoted thereby and, upon such rejection of all bids, the commissioner shall order the district to seek, obtain and consider new proposals. All proposals for such transportation shall be in such form as the commissioner may prescribe. The board of education or the trustee of a district, as the case may be, shall request proposals for such transportation by advertisement published at least once in each week for two successive weeks in a newspaper published in the county in which such district is located and which has a general circulation in such district and by notice posted in six conspicuous places in such district, one of which places shall be the main entrance to the school in such district. If no newspaper is published in the

county in which such district is located, publication of such advertisement in a newspaper shall be unnecessary.

Chapter 153 repeals section 134 of the Education Law relating to financial aid to enlarged districts and makes certain changes in other statutes which are affected thereby in order to make effective the repeal of said section. It takes effect July 1, 1942, but is not retroactive in existing central districts.

This statute places consolidated districts with respect to the apportionment of state aid on an equal basis with other districts (except central rural districts as indicated). It also makes provision for a gradual transition from the apportionment on the present basis to the new basis by gradual reduction over a period of three years.

Chapter 233 amends subdivision 5 of section 492. This amendment reads as follows:

Until July first, nineteen hundred forty-three, under the rules and regulations prescribed by the board of regents, which shall include requirements that pupils shall be in suitable physical condition and that local school authorities shall be responsible for safeguarding their educational interests, the commissioner of education is hereby authorized to release from school pupils fourteen years of age or over for planting and harvesting work for a period of not to exceed thirty days in any school year upon the certificate of the county agricultural defense committee that sufficient adult labor is not otherwise available. The commissioner of education in the apportionment of public money shall credit the school district with a day's attendance for each such day but not to exceed thirty days during which each such pupil is absent for such reason.

Chapter 251 authorizes the board of education of New York City to permit an employe to occupy an additional office or employment with such board or with the State or any civil division or agency thereof. The additional office or employment must be for the purpose of giving instruction paid for in full by the United States Government and in trade or vocational schools or classes or for the training of persons under the program for the emergency training of industrial workers for national defense. The provisions of this law terminate not later than July 1, 1943.

Chapter 252 authorizes the board of education of New York City to permit an employe to occupy an additional office or employment with such board or with the State or any civil division or agency thereof. The additional office or employment must be for the purpose of giving instruction in evening trade extension and apprentice training classes operated by such board for vocational training in subjects determined by such board to be relevant to national defense. The provisions of this chapter terminate not later than July 1, 1943.

Chapter 255 amends subdivision 1 of section 245 of the Military Law. This amendment provides that school district employes who become members after April 1, 1942, of the national guard, officers reserve corps or any reserve component of the armed forces, shall not be entitled to salary payments from the school district during active military duty.

Chapter 727 amends subdivision 1 of section 245 of the Military Law. This amendment provides that school district employes shall not be entitled to school district payments while in the military service if they were inducted pursuant to the Federal Selective Service Act and that any such employe, so inducted, who is discharged from and thereafter recalled to, active service shall not be entitled to such payments.

Chapter 277 authorizes the Governor during the continuance of the present war, whenever he deems it to be in the public interest, to enter into a contract on behalf of the State for the lease or loan, on such terms and conditions as he may deem necessary to promote the public welfare and protect the interests of the State, of any real or personal property of the State, or the temporary transfer or employment of personnel of the State to any municipal subdivision of the State. A school district is a municipal subdivision.

Subdivisions 2 and 4 provide as follows:

2 (a) The chief executive of any such municipal subdivision is hereby authorized to enter into such contract and to execute any such lease or to accept any such loan or to employ such personnel, and such municipal subdivision is further authorized to equip, maintain, utilize and operate any such property and to employ necessary personnel therefor in accordance with the purposes for which such contract is executed.

(b) The chief executive of any such municipal subdivision is empowered to do all things and perform any and all acts which he may deem necessary to effectuate the purposes for which such contract was entered into.

4 Any lease or contract entered into pursuant to this act shall be for a period not longer than the effective period of this act.

This act expires July 1, 1943.

Chapter 298 provides that trustees and boards of education may, with the approval of the New York State Council of Defense, accept from the United States, equipment, supplies, materials or funds for purposes of civilian defense or protection. They shall be received subject to the terms of the offer and subject also to the rules and regulations of the federal agency making the offer. This act expires July 1, 1943.

Chapter 344 adds section 871-*f*. This provides that any eligible list now in force or hereafter promulgated in New York City, which list may normally expire on or before December 31, 1947, shall be automatically extended to that date. This does not apply to a principal's eligible list.

Chapter 405 amends article 32 of the Education Law. This statute changes the names of the state normal schools to "State Teachers Colleges" and authorizes the award of appropriate degrees to the students of each of such colleges. That part of the article takes effect July 1, 1942.

Chapter 410 amends subdivision 2 of section 491. The chapter provides that in districts maintaining a kindergarten one kindergarten teacher shall be counted for each 54 pupils in average daily attendance. This statute authorizes the apportionment of state aid for kindergarten pupils. Inasmuch as this act takes effect July 1, 1943, districts will for the first time receive apportionment of state aid for kindergarten pupils upon such basis during the school year 1944–45 based upon the attendance of kindergarten pupils during the school year 1943–44.

Chapter 424 is the new local finance law. It takes effect July 1, 1943. It relates to the financial affairs and management of school districts except certain city school districts.

Chapter 469 amends subdivision 1 of section 610-*e*. This amendment provides that the board of education of New York City shall appoint an advisory board for vocational and extension education consisting of seven members and that five of them shall be appointed for a term of two years and two of them shall be appointed for one year.

Chapter 505 adds section 246-*a* to the Military Law. This became a law April 20, 1942. It permits, upon the conditions prescribed therein, school district employes to retain membership in the retirement system during military service. This statute provides as follows:

§ 246-*a*. Members of pension system absent on military duty. Where any duly elected office holder, or any officer or employee of the state or any municipality or political subdivision thereof, who is a member of any pension or retirement system, entered or enters the armed forces of the United States before his term of office expired or expires, and prior to the date when he first would be eligible for pension benefits or payments provided for under such pension or retirement system of which he is a member had he continued in the office or employment of the state or such municipality or political subdivision, he may, during the period he is in the armed forces of the United States, remain a member of such pension or retirement system provided he paid or pays into such system monthly, until the date his term of office expired or expires, such amount as he would have paid if he had been present and continuously engaged in the performance of his regular duties as such office holder, officer or employee and provided that after his term of office expired or expires he paid or pays into such pension or retirement system monthly, such full and entire amount as he individually would have paid, together with such amount as would have been paid on his behalf by the state or such municipality or political subdivision of which he was an office holder, officer or employee, had he continued as such office holder, officer, or employee and had been present and continuously engaged in the regular performance of his duties, and he shall have and be entitled to the same rights in respect to membership in such pension or retirement system and the rights and obligations provided thereunder, as he would have had if he had continued as such office holder, officer or employee and had been present and continuously engaged in the regular performance of his duties except that a disability or injury incurred or an accidental death occurring while a member of the armed forces of the United States shall not entitle such office holder, officer or employee, his beneficiaries or representatives to any disability or accidental death benefits.

The provisions of this section shall be construed to include all elected office holders, officers or employees of the state or of a municipality or political subdivision thereof, whose term of office expired since January first, nineteen hundred forty-one, and who since January first, nineteen hundred forty-one entered the armed forces of the United States, provided such office holder, officer or employee shall within sixty days from the date this section takes effect, notify the fiscal officer of such pension or retirement system in writing that he has determined to take advantage of the rights and privileges afforded him hereunder and provided further that he pays within such sixty days the full amount required to be paid into such system by him as provided for under this section and not already paid by him.

No person entering the armed forces of the United States after the effective date of this section shall be entitled to the benefits provided for hereunder unless he shall give written notice to the chief fiscal officer of such pension or retirement system of which he is a member within thirty days after he enters the armed forces of the United States that he elects to take advantage of the rights and privileges afforded him under the provisions of this section and will promptly make all payments as are required hereunder.

Chapter 506 amends the Vehicle and Traffic Law. This amendment provides that all motor vehicles and motorcycles except those restricted to lower maximum speeds, shall have a 15 miles an hour speed limit when passing a school building during the school noon hour, school recess, or while children are going to or leaving school during opening or closing hours.

Chapter 541 amends subdivision 12 of section 81 of the Motor Vehicle Law. This amendment provides that the driver of any vehicle or street surface car upon approaching a school or in passing a school, shall proceed with extreme care and with vehicle or street surface car under control provided state or municipal

authorities have legible and visible signs posted to warn drivers of their approach to a school building.

Chapter 629 amends subdivision 3 of section 70. Its purpose is to enable scholarship holders to receive the full benefits of their $400 state scholarship even though they complete their course in college under the present accelerated program in less than four years. They are to receive $50 a term for not to exceed three terms in any calendar year. Of course, no person can receive more than $400 in the aggregate. The law is applicable to present holders as well as to those who receive awards this summer.

Chapter 692 amends subdivision 1 of section 637. This amendment provides that neither a pledge of employment nor the name of the employer shall be required for the issuance of a vacation work permit for employment in farm service during the summer vacation period. Such vacation work permits shall be designated as "special vacation permit for farm service."

Chapter 728 amends subdivision 1-*a* of section 872. This amendment provides that the provisions of this subdivision shall be suspended and unenforceable in New York City until July 1, 1943.

Chapter 729 adds the following subdivision 5-*a* to section 872. This authorizes out-of-license assignment of New York City teachers.

5-*a* In a city having a population of one million or more, the board of education, subject to the approval of the commissioner of education, shall have power to authorize the superintendent of schools to assign any teacher employed to teach any subject or subjects other than any specific subject for which such teacher is licensed. No such assignment shall be made unless the superintendent of schools, upon recommendation of the board of examiners, shall have certified that such teacher is competent to teach the assigned subject or subjects. The superintendent of schools with the approval of the board of education, shall have power to make rules and regulations in relation to ascertainment of competency of teachers to teach such assigned subject or subjects. The assignment of a teacher to teach any such assigned subject shall not operate to change the rank or level of such teacher from that which he or she occupied prior to such assignment. The provisions of this subdivision shall terminate July first, nineteen hundred forty-three.

Chapter 730 adds the following subdivision 2-*b* to section 881. This permits assignment of New York City teachers to out-of-license subjects upon abolition of their positions. It provides as follows:

2-*b* In a city having a population of one million or more, no member of the teaching or supervising staff who has been regularly appointed in accordance with merit and fitness, determined by competitive examination, shall be dismissed upon the abolition of his position if:

1 The superintendent of schools, upon the recommendation of the board of examiners, certifies to the board of education that such member is competent to serve in any vacant position in the same rank or level or in a lower rank or level of service with such board, and

2 The superintendent of schools, upon direction of the board of education, assigns such member to any such vacant position, in which event such member so assigned shall serve in such position without reduction of salary.

The provisions of this subdivision shall terminate July first, nineteen hundred forty-three.

Chapter 758 amends section 161 of the State Finance Law. This amendment provides as follows:

Any public school district, which owns and operates school buses, is hereby authorized and empowered to purchase directly materials and supplies for such school buses at the prices contracted for or fixed by the state division of standards and purchase for similar materials and supplies purchased by and furnished to state departments and institutions and the commissioner of standards and purchase shall expedite the purchase of such materials and supplies when and if requested by such public school district.

This act takes effect July 1, 1942.

Chapter 760 amends subdivision 5 of section 872. It provides that a person who has been assigned to teach in the public schools of New York City in a subject or field not specifically covered in his teaching license but on the same rank or level of service shall be entitled to his salary.

Chapter 766 adds the following subdivision 5-*b* to section 872 of the Education Law. This authorizes out-of-license assignment of teachers in the city of Buffalo.

5-*b* In a city having a population of over four hundred thousand and less than one million, the board of education, subject to the approval of the commissioner of education, shall have power to authorize the superintendent of schools to assign any teacher employed to teach any subject or subjects other than any specific subject for which such teacher is licensed. No such assignment shall be made unless the superintendent of schools shall have certified that such teacher is competent to teach the assigned subject or subjects. The superintendent of schools with the approval of the board of education, shall have power to make rules and regulations in relation to ascertainment of competency of teachers to teach such assigned subject or subjects. The assignment of a teacher to teach any such assigned subject shall not operate to change the rank or level of such teacher from that which he or she occupied prior to such assignment. The provisions of this subdivision shall terminate July first, nineteen hundred forty-three.

Chapter 800 amends subdivision 3 of section 492. This amendment provides that teachers in common school districts must receive a salary of not less than $1000 for a school year. This act takes effect July 1, 1942. The Legislature has indicated its intent that teachers in common school districts may not during the school year 1942–43 and thereafter receive a salary of less than $1000 annually. The teacher is entitled to a full $1000 if employed for the full year irrespective of whether the weeks number 38 or 40.

Chapter 812 is an act in relation to assessment, levy and collection of taxes including school district taxes in Erie county. Article V of this chapter relates to the collection of school district taxes. This article among other things provides that any school district, the taxes for which are collected by a school district tax collector as of the date this act takes effect may, as to school district taxes levied upon real property located within Erie county, elect that such school district taxes be collected by the town collector or receiver of taxes pursuant to the provisions of this article; and where such election is made, school district taxes shall thereupon be collected by the town collector or receiver of taxes as prescribed in this article. Article V takes effect April 1, 1943.

Chapter 833 provides for an appropriation to the Education Department of $150,000 or so much thereof as may be necessary for books, apparatus and other incidental expenses incurred in connection with the organization, development and teaching of courses in junior aviation in the public secondary schools of the State. This chapter takes effect July 1, 1942.

Chapter 844 amends article 21. This amendment authorizes a school district by a majority vote of a school district meeting to contract for a period of not less than two and not more than five years for the education of the academic pupils of such district in another district or in a city in this State or in an adjoining state.

This statute further provides that any contract for the education of elementary or academic pupils shall be in writing and in the form prescribed by the Commissioner of Education, and before such contract is executed it shall be submitted for

approval to the superintendent of schools having jurisdiction over said district and shall not become effective until approved by such superintendent. Such contract shall not be valid or binding upon either party thereto until a copy thereof is filed with the Commissioner of Education and approved by him.

The following Laws of 1942 exclude in the following cities from the tax limitation prescribed by section 10 of article 8 of the State Constitution the whole or a certain portion of the amount to be raised by tax on real estate for the purposes of the public school system:

CHAPTER NUMBER	CITY
234	Fulton
236	Ogdensburg
237	Saratoga Springs
238	White Plains
254	Elmira
256	Jamestown
257	Oswego
258	Schenectady
259	Salamanca
275	Hudson
276	Poughkeepsie
448	Cortland
449	Plattsburg
462	Binghamton
472	Johnstown
473	Newburgh
517	Cohoes
522	Lockport
525	Troy
527	Watervliet
530	Beacon
548	Kingston
584	Amsterdam
768	New Rochelle
773	Rome

Chapter 678 provides that school district trustees and members of boards of education who begin military service after May 6, 1942, and until July 1, 1943, shall be deemed to have temporarily vacated their offices and that if they entered the military service prior to May 6th, they shall be deemed to have temporarily vacated their offices on May 16, 1942. Upon termination of military service, they are entitled to resume office for the remainder of their terms. The temporary vacancy is filled in the manner provided by law for filling a vacancy. If the vacancy is not filled within 30 days, the Governor is authorized to make an appointment until the vacancy is filled by election or otherwise legally terminates.

Chapter 783 authorizes the board of education of New York City after June 30, 1942, and until June 30, 1943, to permit any of its employes to occupy one additional office or employment with such board or connected with the State or any civil division or agency thereof. This additional employment must be for the purpose of industrial teacher training or of giving instruction in industrial and technical extension and apprentice training classes operated by such board of education, other than for vocational training in subjects determined by such board of education to be relevant to national defense, provided, however, that the State Commissioner of Education shall certify the need of such additional service during such period.

This statute also provides that any additional office or employment permitted by the board of education in New York City, pursuant to the provisions of chapter 935 of the Laws of 1941, is validated and may be continued until June 30, 1942, notwithstanding the amendment to such chapter made by chapter 252 of the Laws of 1942.

Chapter 913 inserts new subdivision 4 of section 1020. This provides that in New York City any person who has satisfactorily taught homebound children for one year under the jurisdiction of the

board of education of such city and who, in addition, has satisfactorily completed courses relating to the teaching of homebound children for at least 90 hours in a college or university under the jurisdiction of the Regents of The University of the State of New York, shall be eligible for appointment to teach homebound children in that city and may be appointed to teach homebound children in that city for a probationary period of not less than one nor more than three years in the discretion of the board of education on the recommendation of the board of superintendents of the board of education. At the expiration of the probationary term the board of education may appoint such person on tenure upon the recommendation of the board of superintendents.

Chapter 915 provides that whenever a vacancy in the office of district superintendent of schools shall occur the Commissioner of Education shall direct the school directors to make an appointment. This chapter also adds section 386 to the Education Law. This provides that district superintendents in office on May 22, 1942, and their successors upon taking the oath of office prescribed by section 385 of this chapter, shall hold office until a vacancy exists as provided in section 387 of this chapter. A proceeding for removal for cause may be initiated by majority vote of the board of school directors before the Commissioner of Education.

Chapter 916 adds article 4-A to the Education Law. This amends the law in relation to state aid to school districts for the transportation of pupils. This article takes effect July 1, 1942. This means that all school districts will receive, upon the basis prescribed by this statute, state transportation aid during the school year 1943–44 for the transportation furnished during the school year 1942–43. The remainder of this article is effective for the school year 1942–43. This article provides as follows:

Chapter 928 adds section 870c. This provides that no person shall forfeit any right given to him under a license issued by the board of education of New York City because of absence while in military service or in the service of the American Red Cross. The statute further provides that within six months after discharge from military service or the American Red Cross an application may be made for a reissuance of the license and that the board of education must reinstate the license as of the date on which application is made.

Chapter 929 amends Section 16 of the Civil Service Law. It provides that the board of education of New York City must certify such of its employes as are in a specific civil service grade within the salary schedules equivalent to such civil service grades.

ARTICLE 4-A

STATE AID TRANSPORTATION QUOTA

Section 110. Application.
110-a. Definitions.
110-b. Routes.
110-c. School buses.
110-d. Drivers.
110-e. Contracts.
110-f. Classification of routes.
110-g. Data for administration.
110-h. Quota calculation.
110-i. Contract school buses.
110-j. Existing obligations.

§ 110. Application. This article applies to all school districts which receive state aid for the transportation of pupils.

It is not intended by any provision in this article to change or modify in any manner the provisions of this chapter providing and granting transportation to all children irrespective of the school they legally attend.

§ 110-a. Definitions. As used in this article:

1. "School district" means common school districts, consolidated school districts, central school districts and union free school districts as established by this chapter, and excludes central high school districts and city school districts as established by this chapter which do not become a central school district or are merged with a central school district.

2. "Pupil" means a child who lives more than one and one-half miles from the school which he attends, measured by the nearest available road to such school, or a child who lives more than one mile from an approved route, measured by the nearest available road to such route, and also lives more than one and one-half miles from the school which he attends. Nothing contained in this subdivision shall be deemed to require a school district to furnish transportation to a child who, if a student in an elementary grade, lives less than two miles or, if a student in an academic grade, lives less than three miles from the school which he attends, measured by the nearest available road.

3. "Route" means a highway or highways over and upon which a school bus regularly travels in accordance with a schedule maintained for the transportation of pupils from their homes to school.

4. "Daily mileage" means twice the distance computed to the nearest tenth of a mile, traveled in a single trip by each school bus over its scheduled route or routes.

5. "Total annual mileage" means the daily mileage traversed by a single school bus multiplied by two hundred.

6. "Total annual capacity mileage" means the total annual mileage multiplied by the seating capacity of a school bus.

7. "School bus" means any conveyance used for the purpose of transporting pupils.

8. "Storage" means any garage facilities which may be approved by the commissioner.

§ 110-b. Routes. The commissioner shall plan and approve each route in a manner to promote maximum efficiency in the operation of a school bus on such route. Whenever practicable each route shall be planned to operate within the boundary of a school district. If any or all pupils of a school district receive instruction in a school or schools beyond the boundary of such district, the commissioner shall plan and approve a route or routes beyond the boundary of such district to such school or schools for such pupils.

§ 110-c. School buses. The commissioner shall adopt, promulgate and enforce rules, standards and specifications regulating and controlling the capacity, efficiency and equipment of school buses used to transport pupils, with particular regard to the safety and convenience of such pupils and the suitability and adaptability of such school buses to the requirements of the school district. The capacity of such school buses shall not be in excess of the needs of the school district with reference to the particular route or routes traveled by such school bus. No school bus shall be purchased by a school district or used for the transportation of pupils unless and until it has been approved by the commissioner as complying with the rules, standards and specifications relating thereto.

§ 110-d. Drivers. The commissioner shall determine and define the qualifications of drivers and shall make the rules and regulations governing the operation of all transportation facilities used by pupils. The employment of each driver shall be approved by the superintendent or the district superintendent of schools of a school district or districts for each school bus operated within his supervisory district.

§ 110-e. Contracts. No quota for transportation shall be allowed for a period greater than thirty days prior to the filing of every contract for the transportation of pupils with the department of education. No contract shall be considered filed unless it bears the signature of the superintendent or the district superintendent of schools of a school district or districts. The final approval of any such contract by the commissioner will not, however, obligate the state to contribute a sum greater than the amount that would result from the transportation formula prescribed in this article.

§ 110-f. Classification of routes. The commissioner shall classify all routes requiring a school bus with a seating capacity greater than twenty-nine, in three classifications of motive power based on snow, grade and surface conditions of such routes. A minimum aggregate of such conditions shall constitute a class one route; a medium aggregate of such conditions shall constitute a class two route; and a maximum aggregate of such conditions shall constitute a class three route.

§ 110-g. Data for administration. The commissioner may require the clerk of the board

of education or the trustee of any school district entitled to a transportation quota to file any data which he may deem necessary for the proper and efficient administration of this article.

§ 110-h. Quota calculations. The commissioner shall apportion and pay a transportation quota calculated upon (1) amortization of equipment, (2) insurance, (3) salary, (4) fuel, (5) oil, (6) maintenance and repairs, (7) tires, (8) storage, in accordance with the following formula:

(a) Amortization of equipment shall be one-tenth of one hundred twenty-five dollars per seat for each school bus with a seating capacity of less than thirty; and shall be one-tenth of ninety dollars per seat for each school bus with a seating capacity greater than twenty-nine for a class one route, increased by ten per centum for a class two route, and increased by twenty per centum for a class three route. The cost units herein specified shall be increased or decreased by the percentage difference between the average per seat cost of school buses purchased during the school year beginning July first, nineteen hundred and forty and ending June thirtieth, nineteen hundred and forty-one, which constitutes the base year, and the average per seat cost during the school year prior to the purchase of such school bus.

(b) Insurance shall be the premium required for the compensation insurance of drivers plus the premium required to provide public liability and property damage, but not to exceed five thousand dollars for property damage, ten thousand dollars for each person injured and fifty thousand dollars for each accident for each school bus with a seating capacity of less than nine; five thousand dollars for property damage, ten thousand dollars for each person injured and one hundred thousand dollars for each accident for each school bus with a seating capacity of nine through thirty inclusive; five thousand dollars for property damage, ten thousand dollars for each person injured and two hundred thousand dollars for each accident for each school bus with a seating capacity greater than thirty and reduced by the amount of the discount computed at fleet discount rates. Provided, however, that if any school district shall insure for a lesser amount than the maximum insurance coverage for each capacity, as herein set forth, the premium of insurance for each school bus so insured shall be the amount allowed under this section. Fire insurance on school buses shall be an annual allowance equal to thirty cents per pupil seat.

(c) Salary of a driver shall be one-tenth of the minimum hourly county wage rate, established by the industrial commissioner for truck drivers in public works construction as determined at the beginning of each school year, multiplied by the total annual mileage of each school bus.

(d) Fuel shall be the amount obtained by dividing the total annual mileage by the total actual mileage of each school bus, multiplied by the cost of fuel purchased for the total actual mileage traveled by each school bus, computed at the average price fixed by the state division of standards and purchase during the school year.

(e) Oil shall be the amount obtained by dividing the total annual mileage by the total actual mileage of each school bus, multiplied by the cost of oil purchased for the total actual mileage traveled by each school bus, computed at the average price fixed by the state division of standards and purchase during the school year.

(f) Maintenance and repairs shall be $.0005 times the total annual capacity mileage of each school bus. This amount shall be increased or decreased by the same percentage of increase or decrease allowed for amortization of equipment with a seating capacity greater than twenty-nine for a class one route.

(g) Tires shall be the amount obtained by dividing the total annual mileage by thirty thousand miles, multiplied by the cost of a new set of tires and tubes for each school bus, computed at the average price fixed by the state division of standards and purchase during the school year.

(h) Storage shall be an amount equal to an annual rental charge of fifty dollars for each school bus with a seating capacity of less than thirty and eighty dollars for each school bus with a seating capacity greater than twenty-nine.

(i) If any school district entitled to a transportation quota shall use public service facilities on routes operated under franchise for any or all of the pupils in such district, the sum thus expended shall be used in determining the transportation quota. The allowance for each pupil using such facilities shall not exceed two single fares a day for such pupil multiplied by

the number of days which such pupil attends school.

(j) Each school district entitled to receive a transportation quota shall contribute an amount equal to a one mill tax on the actual valuation of the taxable property within such school district and the state shall contribute the remainder of the total cost of transportation as herein calculated.

(k) The actual value of taxable property shall be ascertained by taking the assessed valuation of such real property as it appears upon the last assessment roll of the town in which such property is located, after revision as provided by law, and by applying thereto the ratio, as determined by the state department of taxation and finance, which such assessed valuation bears to the actual valuation of such property.

(l) The board of education or trustee of any school district may provide additional transportation, the cost of which shall be paid by a tax levied against the assessed valuation of the property in such district.

(m) Any expenditure for transportation in excess of the cost of transportation determined according to the formula in this article shall not be used in determining the amount of any other form of state aid.

§ 110-i. Contract school buses. The amount of the transportation quota paid to each school district, as calculated herein, shall apply to all school buses, except that the amount of the quota paid to any school district operating under a contract for transportation for all or part of the pupils in such district, other than a contract with a public service facility for such transportation operated on routes under franchise, shall be the amount paid under such contract and shall not exceed the total amount of such quota that would be paid if such school buses were owned by a school district.

§ 110-j. Existing obligations. This article shall not abrogate or impair any existing obligation on the part of the state to pay aid on any contract entered into between a school district and contractor, or their assignees. In the event aid for equipment purchased prior to the enactment of this article has been paid on the amortization of any school bus in an amount greater than would be required under any provision of this article, the state shall continue such aid until its share of the purchase price of such equipment has been fully paid.

§ 2. Subdivision three of section one hundred and thirty-four of such chapter, as added by chapter six hundred and seventy-four of the laws of nineteen hundred twenty-five and last amended by chapter ninety-six of the laws of nineteen hundred thirty-eight, is hereby amended to read as follows:

3. There shall also be apportioned and paid to each district created by the consolidation of districts as provided in sections one hundred twenty-eight and one hundred thirty to one hundred thirty-three inclusive, of this chapter, and under similar provisions of law in force prior to the enactment of this chapter, and to each union free school district, a quota to be known as the transportation quota, to be determined according to the formula in article four-a of this chapter. Such transportation quota shall only be apportioned and paid where the district shall have voted to furnish such transportation as provided by law, or where the commissioner of education shall direct that such transportation be furnished. Such quota shall not be paid in a case where the provision made for transportation is inadequate and is disapproved by the commissioner of education.

§ 3. The opening paragraph of subdivision one of section one hundred and eighty-five of such chapter, as last amended by chapter nine hundred and thirty-two of the laws of nineteen hundred forty-one, is hereby amended to read as follows:

1. Any central rural district organized under the provisions of this article shall from the time of its organization receive from the state the same apportionments and quotas which a union free school district is entitled to receive under this chapter, and in addition thereto there shall be apportioned and paid to such district the district quotas, teachers' quotas, additional teachers' quotas, and equalization quotas as provided for under sections four hundred and ninety-one, four hundred and ninety-one-a, and four hundred and ninety-one-b of this chapter for each of the districts included in such central rural school district, in the same amount and under the same conditions as though such central rural school district had not been established and as though a school had been maintained in each of such districts included within such central rural school district. The provisions of section one hundred and thirty-four of this chapter relative to financial aid to consolidated districts shall apply to the apportionments so

made and paid to such central rural school district. There shall also be apportioned and paid to each central rural school district established as herein provided a quota to be known as the transportation quota, to be determined according to the formula in article four-a of this chapter; and also a quota to be known as a building quota, the amount of which shall be determined according to the cost of the building as calculated in this subdivision.

§ 4. Subdivision six of section four hundred and ninety-three of such chapter, as added by chapter two hundred and sixty-three of the laws of nineteen hundred thirty, is hereby amended to read as follows:

6. Each district which does not maintain a high school shall provide transportation when necessary for its pupils who have completed the work of the eighth grade and are receiving academic instruction in another district. There shall be apportioned and paid to each such district a quota to be known as transportation quota, to be determined according to the formula in article four-a of this chapter, subject, however, to the approval of the commissioner of education.

—o—

Dr Irwin A. Conroe, Acting Assistant Commissioner for Professional Education, gave the commencement address before the graduating class of Siena College, Loudonville.

—o—

The Rush District School has been destroyed by fire which was believed to have been caused by defective wiring. Loss was placed at $5000.

SCHOOL FIRE WARNING

The United States Commissioner of Education, John W. Studebaker, is urging that local school officials take more than usual precautions to safeguard their school property against fire hazards. According to reports which he has received, school buildings are being destroyed by fire in unprecedented numbers. Since at the present time it is difficult, if not impossible, to obtain materials for the construction of permanent school buildings, existing school plants should be protected by added vigilance against fire hazards of whatever origin at all times.

—o—

BOOK ON SCOUTING

Scouting in the schools, a manual of practical procedures related to scout activity and cooperative relationships. Issued by the Committee on Scouting in the Schools, Boy Scouts of America, 2 Park av., New York City

This pocket-size, 95-page manual presents a practical approach to school-community relationships which should be helpful to teachers, principals, superintendents and school boards in their efforts to supplement the school by utilizing all constructive social forces in the community for the growth and development of young Americans. It is available through the local council office or the National Supply Service, Boy Scouts of America, 2 Park avenue, New York City, at 20 cents a copy, catalog number 3117.

TEACHERS THANKED FOR RATION WORK

I wish to express my personal appreciation as well as that of the people of the State of New York to the teachers of the State for their splendid contribution to the war effort in the recent registration of our citizens for sugar and gasoline rationing. The service of the teachers was entirely on a volunteer basis, involving the expenditure of much time and effort in preparing and carrying out a task without precedent in our history. The service was rendered efficiently and cheerfully.

HERBERT H. LEHMAN
Governor

—o—

If large, red-penciled "A's" for excellence were given *to* teachers instead of *by* teachers, all of you would have deserved them for the splendid way in which you handled your difficult "assignment" on sugar and gasoline rationing.

Rationing is now a household word, but it was a strange word, a word foreign to the vocabulary of Americans, when you were called upon to undertake the task of registering the citizens of New York State for War Ration Books and gasoline cards. It was your responsibility to master the countless problems connected with rationing and clarify them for the thousands of people who filed past your registration tables.

The marked success with which the rationing registrations were carried out is a tribute to the loyalty and patriotism which prompted your capable and conscientious work. You, who have in your hands the molding of the minds of tomorrow's citizens, are teaching the children of our State the principles of the democratic way of life, and by your magnificent contribution to our Nation's battle to preserve those principles, you have given them a noble and highly effective example of what democracy means.

MAURICE F. NEUFELD
Director, New York State Bureau of Rationing

—o—

Although it was no more than I expected and anticipated, the thorough and efficient manner in which the school personnel administered the rationing of sugar and gasoline gives me great pleasure and pride. This arduous and at times disagreeable task was performed not only willingly but with pleasure, because it gave an opportunity for service to country and was a practical demonstration of that genuine patriotism which the schools are endeavoring to inculcate in the minds and hearts of the children of the State.

I am happy for this opportunity to congratulate all those who in any way took part and to express my deep appreciation for their loyal and hearty support.

ERNEST E. COLE
Commissioner of Education

HAPPY VACATION AND GOOD-BY

The first wartime vacation and we dare to say " happy " vacation? Yes, happy vacation!

Who knows, perhaps this will be the best vacation you have ever had; for the first time perhaps it will have a purpose and a very definite reason and for the first time certainly in your young life it will reveal to you the true significance of the democratic way of life for which your older brothers, cousins and friends are fighting and shedding their blood.

The purpose and reason of these two months, therefore, are to strengthen you, to develop your muscles, to store within you reserves of health so you will be better prepared to face the demands, physical, spiritual and moral, of the long months which will follow. That is the service you can render your country this summer.

And certainly you must share with your elders the new sacrifices imposed upon them, the rationing of a multitude of things previously thought indispensable, the restriction of certain lesser liberties, of certain luxury privileges. Such is the price of victory. If you feel like protesting, if impatience overtakes you, think of the children of Poland, of the Low Countries, of Scandinavia, of Greece, of France, of these children dying of hunger. Think that the voluntary sacrifice of our nonessentials is the token, the only token that they have while hunting the crust of bread essential to life.

May God preserve us, but it is in the realm of possibility that these summer months may see aerial warfare spread the black wings of enemy planes even into your blue vacation skies. Your duty, then, will be to stay calm, to follow the discipline learned in school, to obey the civilian defense wardens. The enemy will try to sow panic, terror and doubt, but you will upset his dark plans if the attack finds you and leaves you proud to be an American, confident in your leaders, determined to do all and to suffer anything so that our incomparable land of liberty may, under God, survive and flourish.

Happy vacation, then, and good-by.

ANDRÉ HUMBERT, *Editor*

Translated from the French in Le Petit Journal, May 15, 1942. (Mr Humbert is a member of the French department, Midwood High School, Brooklyn.)